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BOOST--BUSINESS AND OFFICE EDUCATION STUDENT TRAINING.
PRELIMINARY REPORT.
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DESCRIPTORS- #OFFICE OCCUPATIONS EDUCATION, BUSINESS EDUCATION, #DISADVANTAGED YOUTH, URBAN YOUTH, OFFICE OCCUPATIONS, TEACHER WORKSHOPS, SPEECHES, #TEACHING GUIDES, COMMUNITY INVOLVEMENT, #OFFICE WORK, #STUDENT ATTITUDES, EMPLOYEE ATTITUDES, WORK ATTITUDES, BIBLIOGRAPHIES, UNITS OF STUDY (SUBJECT FIELDS), PERCEPTION,

THE PURPOSE OF THE 3-YEAR PROJECT, BEGUN IN OCTOBER 1966, IS TO DESIGN AN EDUCATIONAL PROGRAM TO MODIFY THE PERCEPTIONS OF URBAN DISADVANTAGED YOUTH TOWARD OFFICE WORK SO THEY CAN MAKE A SUCCESSFUL TRANSITION FROM SCHOOL TO OFFICE EMPLOYMENT, AND TO DEVELOP INSTRUCTIONAL MATERIALS FOR PREPARING OFFICE EDUCATION TEACHERS OF DISADVANTAGED YOUTH. THE PERCEPTIONS OF OFFICE WORK HELD BY DISADVANTAGED STUDENTS IN URBAN AREAS, URBAN AREA STUDENTS NOT CLASSIFIED AS DISADVANTAGED, AND OFFICE WORKERS WHO GRADUATED FROM URBAN HIGH SCHOOLS AND WHO HAD LESS THAN 3 YEARS' EXPERIENCE WERE IDENTIFIED BY USE OF A PERCEPTION SCALE DEVELOPED FOR THE PROJECT. THE GAPS BETWEEN THE PERCEPTIONS AMONG THESE GROUPS WERE ANALYZED. A 5-WEEK SUMMER WORKSHOP WAS HELD AT HUNTER COLLEGE TO DEVELOP METHODS AND MATERIALS FOR MODIFYING PERCEPTIONS OF THE DISADVANTAGED YOUTH. IT INCLUDED LECTURES AND FILMS, READINGS, GROUP DISCUSSIONS, AND LABORATORY EXPERIENCES WITH DISADVANTAGED STUDENTS. THE 27 PARTICIPANTS DEVELOPED THE UNITS "UNDERSTANDING YOURSELF," "KNOWING ABOUT THE BUSINESS COMMUNITY," AND "ENTERING THE BUSINESS COMMUNITY" TO SUPPLEMENT EXISTING PROGRAMS. FOURTEEN RESOURCE PERSONS PRESENTED SPEECHES RELATED TO BUSINESS EDUCATION AND THE DISADVANTAGED. THE MATERIALS AND METHODS DEVELOPED WILL BE FIELD TESTED ON THREE STUDENT GROUPS. THREE WORKSHOPS TO DEVELOP ADDITIONAL MATERIALS WILL BE HELD IN 1968, AND 1-WEEK DISSEMINATION INSTITUTES WILL BE HELD IN 1969 TO PROVIDE TEACHERS AND TEACHER EDUCATORS WITH THE NEW METHODS AND MATERIALS. THE INSTRUCTIONAL UNITS, THE WORKSHOP SPEECHES, AND AN EXTENSIVE BIBLIOGRAPHY ARE INCLUDED. THIS DOCUMENT IS AVAILABLE FOR $3.00 FROM THE CENTER FOR VOCATIONAL AND TECHNICAL EDUCATION, THE OHIO STATE UNIVERSITY, 980 KINNEAR ROAD, COLUMBUS, OHIO 43212. (PS)

The Center for Vocational and Technical Education has been established as an independent unit on The Ohio State University campus with a grant from the Division of Adult and Vocational Research, U. S. Office of Education. It serves a catalytic role in establishing a consortium to focus on relevant problems in vocational and technical education. The Center is comprehensive in its commitment and responsibility, multidisciplinary in its approach, and interinstitutional in its program.

The major objectives of The Center follow:

1. To provide continuing reappraisal of the role and function of vocational and technical education in our democratic society;
2. To stimulate and strengthen state, regional, and national programs of applied research and development directed toward the solution of pressing problems in vocational and technical education;
3. To encourage the development of research to improve vocational and technical education in institutions of higher education and other appropriate settings;
4. To conduct research studies directed toward the development of new knowledge and new applications of existing knowledge in vocational and technical education;
5. To upgrade vocational education leadership (state supervisors, teacher educators, research specialists, and others) through an advanced study and in-service education program;
6. To provide a national information retrieval, storage, and dissemination system for vocational and technical education linked with the Educational Research Information Center located in the U. S. Office of Education;
7. To provide educational opportunities for individuals contemplating foreign assignments and for leaders from other countries responsible for leadership in vocational and technical education.

RESEARCH 14

BOOST: BUSINESS AND OFFICE EDUCATION STUDENT TRAINING

PRELIMINARY REPORT

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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HARRY HUFFMAN, *Project Coordinator, Specialist,*
Business and Office Education

The Work Presented Or Reported Herein Was Performed Pursuant To A Grant From The U. S. Office Of Education, Department Of Health, Education & Welfare.

THE CENTER FOR RESEARCH AND LEADERSHIP DEVELOPMENT
IN VOCATIONAL AND TECHNICAL EDUCATION
THE OHIO STATE UNIVERSITY, 980 KINNEAR ROAD,
COLUMBUS, OHIO 43212
1967

PREFACE

One of the basic purposes of the Vocational Education Act of 1963 is to strengthen vocational education programs for young people with a background of socio-economic deprivation. The Center has devoted considerable effort to identifying specific educational problems of disadvantaged youth, to devising new programs that will help these youth become employable, and to assisting teachers of the disadvantaged. Staff specialists in occupational psychology and sociology working with specialists in the vocational services have been probing the various aspects of these problems. "A National Survey of Vocational Education Programs for Students with Special Needs" was conducted and reported in 1966.

At the present time several projects are in progress concerning disadvantaged youth. They include "Vocational Development of Disadvantaged Junior High School Students," "The Transition from School to Work," and the project covered by this preliminary report, "Modifying Perceptions of Disadvantaged Youth Toward Office Work."

This latter project impinges on two fundamental dimensions of the problem--educating the disadvantaged and developing a sufficient supply of trained employees to meet the anticipated need for fourteen million office workers by 1975.

The basic design of this project has been to discover the perceptions that impede disadvantaged youth from completing successful training for and employment in the office. The next step was to devise special methods and materials to overcome their difficulties, to have these materials field tested by teachers who participated in the materials development and teachers who have access to the materials, but did not participate in the development. A third group of teachers and schools will be involved in the testing who neither participated in the workshop nor had earlier access to the materials. The change in the perceptions of youth as measured by a pre-post instruction evaluation will provide one source of data for the further improvement of these materials. Other inputs will be used in their refinement. It should be recognized that these materials are developmental at this time and, hence, should not be viewed as a "finished" product. Your comments and reactions are solicited for their further improvement.

This project has been conducted in conjunction with Hunter College of the City University of New York and with the help of teachers from fourteen different states, who themselves were in schools confronted with the problems of disadvantaged youth. The following states were represented: Alabama; Arizona; Florida; Kansas; Maryland; Massachusetts; Michigan; New York; Ohio; Oklahoma; Pennsylvania; Texas; Washington; and Wyoming.

The investigators on this project were Harry Huffman, specialist in business and office education at The Center, and Estelle L. Popham, professor of business education, Hunter College of the City University of New York. Franklin H. Dye, now at Ferris State College, Big Rapids, Michigan, formerly a research associate at The Center, developed the scale for measuring the perceptions of disadvantaged youth toward office work. As another phase of this effort Mr. Albert C. Masterson, Colorado State University, is developing a similar scale for measuring perceptions of non urban disadvantaged youth.

Other staff members include Clyde W. Welter, research associate, and Marla Peterson, research associate, at The Center; and Jeffrey R. Stewart, Jr., professor of business education, Virginia Polytechnic Institute, and Jean Larson, Hunter College, special editorial consultants.

The reviewers for this publication were Robert E. Campbell, occupational psychologist, A. P. Garbin, occupational sociologist, Neal E. Vivian, specialist in distributive education, and Edward J. Morrison, research coordinator, all from The Center.

Robert E. Taylor
Director, The Center

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FOREWORD

One of the major vocational education problems today is absorption of youth with socio-economically disadvantaged backgrounds into American business offices. In order to overcome critical shortages of competent office employees, it is believed that a number of youth from economically and socially deprived environments may be adequately prepared for office work.

BOOST, Business Office Occupations Student Training, a preliminary report of a research and development project, is an attempt to improve present programs in office occupations, especially those for students from lower economic levels. It is hypothesized that these students have perceptions of the office and its requirements that impede the development and utilization of office occupations skills. It is also hypothesized that the values and standards by which they live differ widely from the values and standards they encounter in the business office environment. This difference in values thus hinders their absorption in the office. These youth therefore need help in accommodating themselves to values that are alien to their experience.

In order to discover the perceptions that need modification and to develop a program for changing perceptions, a research and development project was established consisting of four phases, as follows:

Phase 1 was the development of an instrument for identifying the perceptions of disadvantaged youth that differ from those of youth and workers from other environments. This aspect of the study comprises the doctoral study of Franklin H. Dye, formerly on The Center staff and now at Ferris State College, Big Rapids, Michigan.

Phase 2, the program for the modification of the perceptions of the disadvantaged toward office work, was the theme of the 1967 five-week summer workshop for business and office education teachers and supervisors from 14 states at Hunter College of the City University of New York. In the afternoon sessions of the workshop, the teachers developed materials which were tested in a class of urban high school students at Washington Irving High School. The morning sessions provided lectures and discussion periods that enabled the teachers and supervisors to understand better the problems and needs of disadvantaged youth and to analyze current programs that prepare these youth for office work.

Phase 3 will be a follow-up of the workshop teachers to analyze their teaching of the nonskills aspects of office training and contrast their teaching with that of teachers who did not attend the workshop. Part of the follow-up will be conducted by Isabelle Krey at New York University in cooperation with The Center.

Phase 4 will be the establishment of additional workshops to continue the development of instructional materials and methods to prepare teacher-education materials and methods for teachers of the disadvantaged, and to develop work-experience and cooperative education programs for disadvantaged youth.

The project was initiated under the direction of Harry Huffman, Specialist in Business and Office Education at The Center, who participated during part of the workshop. Estelle L. Popham, Chairman of the Department of Business Education at Hunter College of the City University of New York, was director of the workshop.

Clyde W. Welter, formerly a teacher in the Chicago (Illinois) schools and now on The Center staff, and Doris Dingle, New York City schools, assisted with the workshop program. Mr. Welter, in addition, served as coordinator for the editing of this publication.

Jeffrey R. Stewart, Jr., professor of business education, Virginia Polytechnic Institute, Blacksburg, Virginia, reviewed and supervised the preparation of the section entitled Teaching Units, with the assistance of Marla Peterson on The Center Staff and Jean Larson of Hunter College, together with the following committee of the workshop teachers:

Robert T. Carter, Birmingham, Alabama; Sis. Mary de Sales, Kansas City, Kansas; Eleanor Finkelstein, Bayside, New York; Lorraine Gagliardi, Brooklyn, New York; Patricia Hagel, Brooklyn, New York; Eunice Judd, Oklahoma City, Oklahoma; John Kushner, Detroit, Michigan; Alberta Kanya, Flushing, New York; and Lois Miller, Cincinnati, Ohio.

This report describes an initial attempt to prepare innovative materials and to develop creative methods of teaching them to students with special needs. The teaching units in the report are almost wholly devoted to ways of involving students with the business and industrial community. They are designed to supplement existing programs for the development of office competencies and skills.

Since the problems of teaching disadvantaged youth are complicated, the solutions as proposed in the teaching methods require considerable planning and preparation time. Hence, it seems necessary for large urban school systems to assign one or two teachers on a full-time basis to organizing and implementing business and office education programs for disadvantaged youth.

Harry Huffman

TO SCHOOL SUPERVISORS AND ADMINISTRATORS

The teaching units in this publication were written and tailored for the specific purpose of modifying the perceptions of disadvantaged youth toward office work. These units are designed to supplement the usual courses in business and office education.

Because these units are both supplementary and experimental, the teacher needs extra planning time and small classes. The best evidence to date is that the experimental use of these units will require the teacher to devote one-third to one-half of his time to planning and coordinating, particularly to implement units such as "Class Interviews Employees," which might be used on a continuing basis every week or every other week. Another unit that will require considerable planning is "Student Adopts Big Sister Who Is An Office Employee."

It appears that the most fruitful ways of changing the perceptions of students is by involving them through various instructional methods with office employees, supervisors, and employers. Small classes of 10 to 20 students are required, depending upon the needs of the students, in order to individualize the instruction and to maximize personal involvement of the students.

Units of this kind will be continually developed, refined, and tested. A subsequent publication will report on the tested units. You are invited to encourage your teachers to use the evaluation forms which accompany each BOOST unit.

OVERVIEW

SECTION I

INTRODUCTION

A PRELIMINARY REPORT

This publication is a preliminary report of a three-year research and development project at The Center for Vocational and Technical Education, Columbus, Ohio, which began on October 16, 1966, and will be completed on October 15, 1969.

The purpose of this project is to design an educational program to modify the perceptions of urban disadvantaged youth toward office work in order that they can make a successful transition from school to office employment; and to develop instructional materials for the preparation of office education teachers of disadvantaged youth.

WHO ARE THE DISADVANTAGED?

According to a survey sponsored by The Ford Foundation in 1960, one-third of the urban school students were disadvantaged. It was also predicted that by 1970 at least one-half of all students in large city schools would fall into the disadvantaged category.[1]

Barbara Kemp, the United States Office of Education Specialist for Persons with Special Needs, defines the disadvantaged youth as those youngsters who have:

(a) Low level reading ability

(b) Limited formal vocabulary and poor speech construction

(c) A relative slowness in performing intellectual tasks

(d) Poor health and poor health habits

(e) An anti-intellectual attitude

(f) An indifference to responsibility

(g) Nonpurposeful activity, much of which is descriptive

(h) Limited experience of the sorts schools assume most of their students have had with their families;

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[1] Klopf, Gordon W. and Bowman, Garda W., Teacher Education in a Social Context. (New York: Mental Health Materials Center, Inc., 1966), p. 54.

for instance, contact with social, cultural, and governmental institutions.

(i) A failure syndrome resulting from apathy and lack of self-confidence.[2]

DISADVANTAGED YOUTH AND EMPLOYMENT

School administrators recognize their responsibility to adequately train disadvantaged youth for useful work, but the problems, which center on illiteracy, minority-group backgrounds, psychological maladjustment, and socio-economic deprivation, are complex and interrelated.

Many disadvantaged youth have constantly been in an environment where the adults are either unemployed or underemployed and, therefore, have little or no concept of the dignity and satisfaction that can come from work. These youth have little confidence in their own ability to get and hold a job. Seeing little hope of becoming employed, they behave like defeatists.

With the help of business and office education teachers, however, these disadvantaged youth might overcome their defeatist attitude and find their places in office employment. Providing this help will be no easy task, for the problems of preparing to enter office occupations are more complex than the problems of preparing to enter certain other types of work. Office workers must be conscious of the customs of dress, grooming, outlook, and behavior in the office. These customs often create problems of insecurity for those youth who have lived under socio-economic handicaps.

Other difficulties in preparing the disadvantaged youth for office work may be of two kinds.

One is that some of these youth have already developed their knowledge and skills to the level required for office work but have no understanding of their significance in relation to business and industrial operations. These youth need an understanding of business and industrial commodities, insurance, and banking. They also need help in understanding the meaning and importance of information handled in the office. Without this understanding they will never recognize the true value of their office skills.

The second difficulty is that the disadvantaged students often will not fully develop the basic office knowledge and skills because they have no vision of what such knowledge and skills can do for them. They need help in pursuing a training program of typewriting, dictation, filing, and computing skills. They must have the opportunity to develop these skills to the point where they can recognize them as useful and practical.

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[2] Kemp, Barbara, The Youth We Haven't Served. (Washington, D. C.: U. S. Government Printing Office, 1966), p. 6.

Since office workers are employed by people who typically possess what are called middle-class values, the youth from middle-class homes have a better reason for learning and using these skills and are therefore often more successful in preparing for and finding office work.

An image of how they might fit into an office and what they would have to do to gain entry into the office could be a powerful influence on the disadvantaged youth's desire to learn a skill well. For this reason it is very important that the perceptions which inhibit such an image be identified.

DEVELOPMENT OF A PERCEPTION SCALE

The recognition that the inhibiting perceptions of disadvantaged students toward office work can become the basis for an educational program led to the first phase of this project. The objectives of this phase were:

1. To identify by means of an instrument the perceptions of office work held by:
    a. disadvantaged students in urban areas;
    b. urban area students not classified as disadvantaged;
    c. office workers who graduated from urban high schools and who have less than three years experience.
2. To analyze the gaps between the perceptions discovered in (a) and (b), (a) and (c), and (b) and (c).

Franklin H. Dye, Research Associate at The Center for Vocational and Technical Education, developed the instrument (perception scale) used to identify perceptions toward office work. In the development of this instrument he used five resources to establish a list of possible office-work perceptions held by high school students. These resources were:

1. Business education literature of the past ten years

2. Interviews with high school business teachers and guidance counselors

3. Interviews with disadvantaged high school students in Columbus, Ohio and Cleveland, Ohio

4. Suggestions by business educators

5. Suggestions by experienced workers in office occupations.

From the list that was established, a perception scale consisting of 80 items was developed in consultation with Dr. Robert P. Bullock, Professor of Sociology, The Ohio State University. A tryout of the instrument was conducted at a Columbus, Ohio, high school on November 17, 1966, with 120 students. A second tryout of the scale was conducted with 120 students on November 22, 1966, at the Diagnostic Youth Center, Ohio Youth Commission, Columbus. The perception scale was then revised and administered to 102 secretaries at the January 18, 1967, meeting of the Columbus Chapter of the National Secretaries Association.

On March 20, 1967, the Internal Clearance Committee, U. S. Office of Education, Department of Health, Education, and Welfare cleared and approved the perception scale.

On April 24, 1967, an advisory committee of seven business and office education teachers from Columbus, Cleveland, Pittsburg, Cincinnati, and Detroit who were working with disadvantaged students met at The Center to further improve the instrument. The pretest of the instrument, which by then had been reduced to 50 items, was made on May 16, 1967, in Columbus. The pretest involved the following three groups:

1. Twenty-nine students enrolled in a disadvantaged high school

2. Twenty-three beginning female workers in office occupations

3. Forty-five students enrolled in a high school not considered disadvantaged.

Dr. Robert E. Campbell, Specialist in Occupational Psychology, and Dr. Albeno P. Garbin, Specialist in Occupational Sociology, at The Center were consulted throughout the preparation of the instrument.

ADMINISTRATION OF THE PERCEPTION SCALE

The perception-scale was administered to tenth-grade female disadvantaged students and to tenth-grade female students not considered disadvantaged in the following cities:

Birmingham, Alabama

Boston, Massachusetts

Columbus, Ohio

Detroit, Michigan

Fort Worth, Texas

New York, New York

Oakland, California

Pittsburgh, Pennsylvania

In Birmingham, Fort Worth, and Oakland the instrument was also administered to female office workers who had less than three years of office work experience.

This preliminary report deals only with the differences found between office workers and disadvantaged students in Birmingham, Fort Worth, and Oakland.

THE PRELIMINARY ANALYSIS

In the preliminary analysis it was found that in Birmingham office workers differed significantly (.05 level) from disadvantaged students on 59 percent of the items; in Fort Worth on 57 percent of the items; and in Oakland on 41 percent of the items.

The items were organized into several subgroups. The subgroup headings, the number of items in each subgroup, and the number of items on which the office worker and disadvantaged student differed are shown in Table I.

Although a final analysis. is still to be made, it is evident that there are gaps between the perceptions of office workers and disadvantaged students toward many aspects of office work. These differences vary greatly from city to city, however, as shown in Table 1.

The implications of these variations seem to be that city supervisors and business and office education teachers must locally determine differing perceptions in order to identify areas on which they need to focus.

TABLE I. NUMBER OF ITEMS BY SUBGROUP ON WHICH OFFICE WORKERS DIFFER SIGNIFICANTLY FROM DISADVANTAGED STUDENTS

Subgroups	Total* Number of Items in Subgroup	Number of Items With Significant Differences		
		Birmingham	Forth Worth	Oakland
1. Work Requirements	11	6	4	4
2. Employees' Interpersonal Relations	10	4	8	4
3. Acceptable Behavior in the Office	6	6	5	3
4. Employees' Preferences for Working Conditions	6	6	2	2
5. Office Work Entrance Requirements and Procedures	5	3	2	1
6. Boss-Employee Relationship	4	2	3	2
7. Minority Group Relationships in the Office	4	2	2	3

* Four of the 50 items on the perception scale were discarded because they were found to be ambiguous.

DEVELOPMENT, EVALUATION, AND DISSEMINATION OF THE METHODS AND MATERIALS

A plan was established to design, test, and refine new methods and materials for presentation to teacher educators and teachers of the disadvantaged to reduce the perception gaps between disadvantaged students and office workers.

The procedures for carrying out the plan were as follows:

1. The Hunter College Workshop described later in Section II was conducted to develop methods and materials for modifying perceptions of disadvantaged youth.

2. Field tests of the methods and materials developed at the Hunter College Workshop will be conducted.

    a. Teachers of the disadvantaged who participated in the Hunter College Workshop will use the methods and materials in their classrooms. Students taught by these teachers will serve as Treatment Group A.

    b. Two additional treatment groups (B and C) will be selected from the same school system. Treatment Group B will be taught by a non-workshop teacher using the methods and materials. Treatment Group C will be taught by a non-workshop teacher using neither the methods nor materials.

    c. All three teachers will administer the "Personal Insights of Office Work" instrument during October, 1967, and at the end of the term. This will be the basis for determining whether changes in perceptions have occured.

    Miss Isabelle Krey is assisting in the evaluation of the Hunter College Workshop as part of her doctoral studies at New York University.

3. Three workshops to develop additional methods and materials will be conducted during July and August of 1968.

4. One-week dissemination institutes will be held during the summer of 1969 to provide teachers and teacher educators with the new methods and materials.

SECTION II

THE HUNTER COLLEGE WORKSHOP

The second phase of the project was to develop new methods and materials for business and office education teachers of disadvantaged youth. The Center for Vocational and Technical Education and Hunter College of the City University of New York jointly sponsored an inter-institutional workshop at Hunter College from July 5 to August 4, 1967, under the direction of Dr. Estelle L. Popham with twenty-seven participants from fourteen states. Eleven participants were selected by Dr. Popham from the New York City area, and sixteen participants were selected by The Center from outside the New York City area from nominations submitted by state directors of vocational education, supervisors of business education, city directors of research, and directors of Research Coordinating Units. The following criteria were used by The Center in the selection of workshop participants:

1. They were in a school or school system that serves disadvantaged youth.
2. Their school administrators, guidance counselors, and teachers expected to plan the development of a program to modify the perceptions of disadvantaged youth.
3. They would return to their home school to try out the new methods and materials according to a research design.
4. They had the master's degree or the equivalent.
5. Their expenses would be defrayed by their state or local school system.

(A list of the participants is found on page 13.)

The workshop included four types of activities: (1) lectures and films; (2) readings; (3) group discussions; and (4) laboratory experiences with disadvantaged students.

LECTURES AND FILMS

Several lecturers described the special programs designed by their organization to meet the educational needs of disadvantaged students. Four other kinds of lectures and discussions included: (1) employers reporting on special induction and training programs for workers from disadvantaged backgrounds; (2) young employees from economically deprived environments recounting their problems in adjusting to office jobs; (3) employment counselors discussing placement problems of the disadvantaged; and (4) a cultural linguist identifying language problems of Negroes.

These sessions helped the workshop participants identify the kinds of teaching units needed but not now available in existing courses or units of study. Many lecturers emphasized the importance of cooperation among English, social studies, and office education teachers to serve these needs. Abstracts of the lectures are found in Section III.

Twenty-nine films, many related specifically to the problems of the disadvantaged, were viewed and evaluated by the workshop participants. A list of these films is found on page 19.

READINGS

The library for the workshop was housed in a classroom so that workshop participants had access to it at all times. This library, assembled under the direction of Dr. Popham, is probably the most comprehensive collection of books and periodicals to the present date for business and office education teachers preparing to teach disadvantaged students.

The bibliography of this publication contains a list of the books and periodicals assembled for the workshop. Most of the books on urban education bear a copyright date not earlier than 1962, and many of the most valuable materials are in recent pamphlets and magazines.

GROUP DISCUSSIONS

The participants, all of whom came from urban areas, described their local school conditions. A teacher from Laredo, Texas, told of her work with Mexican-American students; teachers from Cleveland, Pittsburgh, and Detroit discussed their work with urban Negroes; and a teacher from Cincinnati, Ohio, told of working with youth from Appalachia. In other presentations, teachers of Indian, Cuban, and Puerto Rican students described their schools. At first, workshop participants were prone to say, "My problems are different" but it became apparent that common problems were more often the rule than the exception. A transcient school population, problems of oral and written communication, lack of parental interest in the school, health and nutrition problems, the business education department serving as a dumping ground for the under-achiever, low levels of aspiration, and poor reading and computational skills were some of their common problems.

In order that the workshop participants would have an opportunity to interact and find new ways of teaching the disadvantaged youth, each member worked on two committees of his own choice; one to prepare a teaching unit and the other to prepare a research report. The teaching units found in Section IV were adapted from the materials prepared by these committees.

LABORATORY EXPERIENCES WITH DISADVANTAGED STUDENTS

During the course of the workshop many of the methods and materials developed by the teaching unit committees were tried out in a demonstration class of twenty-six disadvantaged high school students. Each workshop participant had the opportunity to use his committee's teaching units in the demonstration class while the other participants observed and evaluated the effectiveness of these units.

The students in the demonstration class were Chinese, Negro, Puerto Rican, and Cuban youth from low-level socioeconomic backgrounds. (Brief profiles of the students are found on pages 15-18.)

Although teachers experimented with many methods in the demonstration class, the two that seemed most successful in bringing about student involvement were buzz sessions and group interviews.

Buzz sessions were the favorite activity of the students because it gave them an opportunity to express themselves. The workshop participants observed that even those students who rarely contributed to class discussions participated freely in these buzz sessions.

The group interview, in which students directly questioned an office employee according to a plan, was also very effective in securing student involvement. Dr. Robert Hoppock, of New York University, worked with the demonstration class and a guest employee to show the workshop participants how to effectively use the group interview technique.

Many of the other methods and materials used in the demonstration class are found in the Teaching Units in Section IV.

CONCLUSION

Since businessmen want to employ economically disadvantaged students, business and office education teachers have an increasingly significant role to play in preparing these students for positions open to them.

If our teachers change the perceptions of the disadvantaged toward the business office while giving the necessary skills training, failures can be reduced and graduates can be absorbed into office employment. This approach will give greater social significance to business and office education than it has ever had. We must involve disadvantaged students in learning about the business office and we can involve them only if we have the commitment of their teachers.

WORKSHOP ON IDENTIFICATION AND MODIFICATION OF THE PERCEPTIONS OF DISADVANTAGED YOUTH TOWARD OFFICE WORK

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PROFILES OF DEMONSTRATION CLASS STUDENTS

MARIA, 18, comes from the Lower East Side, where she lives with her mother, her father, who is a cook, and her brother. Her favorite pastime is reading and her favorite class is history. She has a specific ambition: to become an officer and instructor in the U. S. Navy, and will live "where ever I am sent."

CHARLOTTE, 18, lives in Harlem with her mother, a clerk. She has no brothers or sisters. Her father is deceased. She likes her business machines class best because "I like working with machines especially pushing buttons." Although she has been a nurses' aide, she plans to become an IBM Programmer in the Air Force or in the business field. This will be a temporary career, since she expects to be a housewife in the suburbs or "even out of the state" within a few years.

ANGELICA, 17, lives on the Lower East Side of Manhattan with her father, who is a printer, her mother, one sister, and one brother. She has done part-time clerical work and her favorite subject is stenography. She intends to pursue this preference by becoming a medical secretary, a receptionist for an airline, or a stewardess. Unless married, she expects to live with her family or in a studio apartment of her own.

AURORA, 19, lives with her mother, her three brothers, and three sisters in Harlem. Her father is deceased. She works part-time as a doctor's assistant. She has also had work experience as a sales girl, cashier, and baby sitter. Her favorite subject is recordkeeping, and she will become a bookkeeper if she doesn't get a job as a policewoman or work with children. She wants to marry her boyfriend and live in the country in a big house full of children and pets. Her friends will be "nice and sweet like me and my future husband."

HECTOR, 17, lives in Spanish Harlem with his mother and father, a factory foreman, and four brothers and sisters. He will follow up his favorite classroom subject, bookkeeping, by "sitting in my own private office checking the books of accounts or on my vacation with my wife on a European cruise" in five years. He will be living in a big apartment on Westside Manor or in a small two-family home on Staten Island and will have the "same friends I have now nice, kind real good friends."

YVONNE, 17, a Harlem resident, lives with her mother whom she lists as her guardian. Her father is in the Army. There are three other children in the family. She likes history because the teacher "makes the lesson interesting and understanding." She has definite plans for her life; in five years she will be a Registered Nurse in a hospital and married with four children. Her husband will be a high school teacher and they will live in a house of their own.

OMAIRA, 17, lives with her mother, a machine operator, on the edge of Spanish Harlem. Her favorite subject is typing, and in five years she hopes to have a permanent job as a secretary. She would like to live in her own country "Cuba, but if I can't I'll stay in New York City." Wherever she lives, she would like her friends to be "serious and responsible people."

DEBORAH, 17, lives in Harlem with her mother, a hospital maid. Her father is a city sanitation employee. There are six other children in the family. Deborah's favorite subject is bookkeeping. Her ambition is to be an IBM machine operator. She looks forward to moving to California in about five years.

DAVID, 15, lives with his aunt and his mother in the Bronx. His father is "departed." He has worked as an assistant to a candy store owner, and expects to become an accountant earning a good salary which will enable him to "do one important thing, buy a car!!! "If I had this job as an accountant, I would like to live in a private home owned and operated by myself . . . in New Jersey or Up-State."

ALICE, 16, a Harlem resident, lives with her mother who is a nurse and designated as her guardian, two brothers and two sisters. Her father is a hotel employee. Her favorite classes are English and clerical practice because "I always get nice teachers in these subjects." In five years she hopes to be married and have a boy and a girl. She may also have a part-time job to "help my husband." She hopes to "look better than I do now" and to live in a "private apartment house with a room for all of my kids."

AMY, 17, is the daughter of a housewife and a cook who live in Chinatown, and has three brothers. She likes math and will devote her life to teaching. She will "look as a teacher," and will have "friendly, happy, good habit" friends. She will live on Long Island.

ANGEL, 16, lives on the Lower East Side with his mother and guardian, four sisters and a brother. His father is a factory worker. His favorite subject is social studies because "I like to study people in the various ways in which they react." In five years he expects to be a successful teacher or accountant who can afford long vacations under the palm trees of Florida. "I will try to invest my money wisely so that it can pay me dividends in the future. I have always dreamed of becoming rich . . ."

ROSE MARIE, 16, living in the Lower East Side with her parents, five sisters, and four brothers, has been a bookkeeper in a supermarket. Her father is a hotel porter. Instead of indicating her favorite course, she specified English as her least-liked course because she likes a class with "life" that involves some kind of thought. Outside school, her religion plays an important part in her life. Five years from now she expects to be out of college working as a secretary and "saving up for a rainy day."

CONNIE, 18, of Chinatown, lives with both parents, two sisters, and one brother. Her father is "in service." She has more than one favorite course: history, distributive education, and math. "I imagine myself be a airline stewardess," and hopes of future friends: "they are had knowledge and also had good manner and friendly."

EDWIN, 16, lives in the Bronx with his parents, two sisters, and a brother. His father is a mail carrier and Edwin has worked as a mail clerk and a clerical aide. His favorite subject is French "because my father comes from French background." He thinks that in five years he will be living in California and working as a pilot or as a CPA.

ROSEANN, 16, lives on the Lower East Side with her parents. Her father works as a city sanitation employee. She has two brothers. Her favorite class is typing because "there are a lot of keys you have to punch and your work goes faster." She wishes to work as a secretary in a nice, cool, friendly office. She would like to have a home of her own in a nice section of her present locality where she will entertain friends who "do not drink unless they're at a party with their parents."

SONIA, 16, lives in Brooklyn with her parents, two brothers and a sister. She does not list an occupation for either of her parents. Sonia's favorite subject in school is French and her favorite pastime is ice skating. She plans to be married and working as a registered nurse five years from now.

MARTHA, 17, lives on the edge of Harlem with her parents. Her father works in a hospital. There are four other children in the family. Martha has been a typist and clerical worker. Her favorite subject is record-keeping "because it learns you of the business world . ." Five years from now she hopes to be an assistant accountant living in a house of her own.

JOHANNA, 17, lives on the Lower East Side with her mother, a sewing machine operator, and her father, a cook. An only child, she has worked in a doctor's office and in the clerical medical records department of a hospital. She hopes her favorite subjects, biology and chemistry, will help prepare her to become a nurse, medical technologist or medical secretary.

MARIA, 17, lives in Spanish Harlem with her mother, her father who is a maintenance worker in a hospital, one brother and one sister. She was a counselor in summer school last year. Her favorite subject is bookkeeping. Within five years she expects to be a secretary "helping other people to do their jobs correctly." She hopes to live in a middle-class borough of New York City.

DELORES, 17, from Bedford, Stuyvesant, lives with her mother and father, a factory clerk. She has five sisters and a brother. She enjoys her clerical practice class most and she especially likes typing. She wants to work in an office and "get along with many different people." Some day she wants to live on Long Island "where it is nice."

SANDRA, 18, lives with her parents, two sisters, and three brothers in Chinatown. Her mother is a machine operator and her father a cook. Her favorite subject is bookkeeping. Although she wants to be a bookkeeper, she will take "any kind of job in the office." She hopes to have an opportunity to travel around the world.

HELEN, 16, lives in Chinatown with her parents and a brother. Her father is a cook. Her favorite subject is math. Her ambition is to become a nurse or an office worker, but she hopes to have a family of her own in the suburbs within five years.

PARTICIPANTS' EVALUATION OF FILMS SHOWN DURING THE HUNTER COLLEGE WORKSHOP
JULY 5 - AUGUST 4, 1967

FILM AND SOURCE	NO. OF TEACHERS VIEWING	NO. OF TEACHERS RECOMMENDING USE	SUITABLE LEVEL
Children Without (30 min.) Modern Talking Picture Service, Inc. Concourse Shop #7 10 Rockefeller Plaza, New York	23	19	Teacher Training In-Service Programs
How Much Cooperation (8 min.) City College of New York Audio-Visual Center 17 Lexington Avenue New York, New York	21	16	Senior High School Coop. Programs
A Morning for Jimmy (28 min.) National Urban League Association Associated Films Inc. 600 Grand Avenue Ridgefield, New Jersey	24	18	Senior High School Junior High School P.T.A. Teacher Training Outside Agencies
The Road Ahead (28 min.) National Urban League Association Associated Films, Inc. Regional Film Centers 600 Grand Avenue Ridgefield, New Jersey	21	18	Senior High School Junior High School Dropout Programs Teacher Training Outside Agencies
The Way It Is Net Film Service University of Indiana Bloomington, Indiana	12	12	Teacher Training In-Service Programs

FILM AND SOURCE	NO. OF TEACHERS VIEWING	NO. OF TEACHERS RECOMMENDING USE	SUITABLE LEVEL
When I'm Old Enough Goodby (25 min.) Local State Employment	23	18	Junior High School Senior High School Dropout Programs Teacher Training
How to Use Your Bank (10 min.) American Bankers' Association Business Education Films 4607 Sixteenth Avenue Brooklyn, New York	3	2	Senior High School Junior High School
Improve Your Spelling (10 min.) Cornet Films Business Education Films 4607 Sixteenth Avenue Brooklyn, New York	4	4	Senior High School Junior High School
Transforming Dialect Howard University Washington, D.C.	15	10	Teacher Training In-Service Programs Supervisors Senior High School
Office Courtesy (11 min.) Encyclopaedia Britannica Business Education Films 4607 Sixteenth Avenue Brooklyn, New York	5	5	Senior High School Coop. Programs
Office Teamwork Encyclopaedia Britannica Business Education Films 4607 Sixteenth Avenue Brooklyn, New York 10004	10	6	Junior High School Senior High School

FILM AND SOURCE	NO. OF TEACHERS VIEWING	NO. OF TEACHERS RECOMMENDING USE	SUITABLE LEVEL
Paying By Checks American Bankers' Association Public Relations Department The American Bankers' Association 90 Park Avenue, New York	10	8	Junior High School Senior High School
Walk Down My Street Net Film Service WCBS-TV 51 West 52 Street New York, New York	17	6	Junior High School Senior High School Teacher Training Outside Agency
Language as a Social Arbiter Howard University Washington, D.C.	3	2	Senior High School Teacher Training Outside Agency
Your Town (15 min.) American Bankers' Association Public Relations Department 90 Park Avenue, New York	11	7	Senior High School Junior High School
The Bridge (20 min.) National Association of Managers 277 Park Avenue New York, New York	9	2	None
Beginning Responsibility (11 min.) Cornet Films 65 East Southwater Street Chicago, Illinois	2	0	None

FILM AND SOURCE	NO. OF TEACHERS VIEWING	NO. OF TEACHERS RECOMMENDING USE	SUITABLE LEVEL
Choosing Your Occupation (10 min.) Cornet Films 65 East Southwater Street Chicago, Illinois	16	4	None
Let's Dress Right Business Education Forum American Institute of Men's and Boy's Wear 1290 Avenue of Americas New York, New York	2	0	None
Improving Non-Standard Speech Howard University Washington, D.C.	10	4	None
You're on the Team (15 min.) Eastman Kodak Business Education Films 4607 Sixteenth Avenue Brooklyn, New York 10004	4	0	None
Office Etiquette (14 min.) Encyclopaedia Britannica Films, Inc. 1150 Wilmette Avenue Wilmette, Illinois	3	0	None
Packaged for Success American Institute of Men's and Boy's Wear 1290 Avenue of Americas New York, New York 10019	1	0	None

WORKSHOP SPEAKERS

THE DISADVANTAGED AND THE BUSINESS WORLD: A SOCIOLOGICAL VIEW

a keynote address by
Dr. Alphonso Pinkney
Department of Sociology
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INTRODUCTION

In the United States, the "disadvantaged" or "underclass" of citizens consists mainly of non-whites, be they racially defined as in the case of Negroes and American Indians, or socially defined as in the case of Mexican-Americans and Puerto Ricans. Because of the racist nature of this society, these people have been kept in disadvantaged positions for decades and in some cases, centuries. The situation appears somewhat more hopeful for more recent arrivals, Mexican-Americans and Puerto Ricans, mainly because of changing world conditions. (as opposed to altruism on the part of white Americans).

The United States finally appears to be awakening insofar as its non-white citizens are concerned. The Federal Government is beginning to assume some responsibility for these citizens instead of simply relying on them to maintain high standards of civic responsibility as has historically been the case. This is most clearly evident by the Economic Opportunity Act of 1964 which, by law, requires "maximum feasible participation of the poor" in efforts to improve their living conditions.

The assumption that the poor are capable of improving themselves if given the opportunity implies (1) that they are capable of guiding their own lives and (2) that it is not necessarily desirable simply to transform the poor into middle-class White Anglo-Saxon Protestants. This second point is important because it gets away from the long-standing notion that all those who live in the United States, be they indigeneous people or immigrants, must somehow adopt middle-class standards of behavior.

It is finally recognized that the melting-pot theory does not work. In a multi-racial, predominately colored world, to insist that everyone in a large heterogeneous country conform to the same standards of behavior is naive, to say the least. Cultural pluralism, which implies respect for cultural, racial, and nationality differences is a more rational approach to the problems encountered by a society composed of diverse groups of people. One simply cannot make a blond-haired, blue-eyed, white-skinned Protestant out of a Negro from Mississippi, an Indian from the South-west, a Mexican from south of the border, or a Puerto Rican from the islands.

Each of the disadvantaged groups in the United States faces some special problems, but all are disadvantaged because of long-standing characteristic American practices of prejudice and discrimination. These practices are based on the notion of racial inferiority. That is, these people are considered to be innately inferior because on some characteristics they differ from the dominant white Protestant Americans. However, regardless of their racial or cultural origin, America's poor are likely to share some common problems in their quest to improve their standard of living, and share equitably in the social rewards of the society.

The anthropologist Oscar Lewis, sees the poor, no matter where they live, as living in what he calls a "culture of poverty." This culture, he asserts, transcends regional, cultural, racial, and national differences. It is a "way of life" passed from one generation to the next, as are other aspects of culture. Some of these characteristics which the poor share are:

1) the absence of childhood as a protected stage in the life cycle;
2) early initiation to sex;
3) free unions and consensual marriages;
4) high incidence of abandonment of wives and children;
5) female or mother-centered families;
6) strong predisposition toward authoritarianism;
7) lack of privacy;
8) sibling rivalry;
9) competition for limited goods and maternal affection.

Given these "cultural universals" of the poor, certain personality problems are likely to result. That is, living in such circumstances a certain cluster of feelings of (1) marginality, (2) helplessness, (3) dependence, (4) inferiority, and (5) provincialism. The poor share these personality characteristics wherever they are found, according to Lewis. Within the United States, the most highly industrialized and the wealthiest nation in the history of the world, the poor are subject to special problems. They have been "damaged" as a result of the lives they have been forced to live.

To quote Michael Harrington: "The other Americans (poor people, that is) feel differently than the rest of the nation. They tend to be hopeless and passive, yet prone to violence; they are lonely and isolated, often rigid and hostile. To be poor is not simply to be deprived of the material things of this world. It is to enter a fatal, futile universe, an America within America with a twisted spirit."

Futhermore, "they think and feel differently; they look upon a different America than the middle class looks upon. They...are the main victims of society's tension and conflict." All of the research accomplished in the area of social psychiatry illustrates this point. The poor are are likely to suffer severe forms of mental illness (i.e. psychoses) than upper-class or middle-class Americans, while the latter are more likely to suffer from milder forms of mental illness (i.e. psychoneuroses). The poor not only suffer greater economic deprivation, but also they are more likely to have their psyches damaged. They are rigid, suspicious, and have a fatalistic outlook on life. They are incapable of planning ahead, are prone to periods of depression, have feelings of hopelessness and a lack of trust in others."

These, then, are some of the problems which business organizations must consider as they attempt to atone for past sins (i.e., to employ the disadvantaged in other than menial capacities.) The important factor is that if poor people pose special problems, these problems are not of their own making. They are problems which are social in origin, and they require reciprocal adjustments on the part of the disadvantaged and on the part of business organizations.

AMERICAN SUCCESS GOALS AND THE DISADVANTAGED

One of the dominant values in American society is success. It is somehow expected that everyone in the society can be successful, and success is usually indicated by the accumulation of monetary rewards.

This cultural myth still pervades much of the society. As Robert K. Merton has written, "... the culture enjoins the acceptance of three cultural axioms: first, all should strive for the same lofty goals since they are open to all; second, present seeming failure is but a way-station to ultimate success; and third, genuine failure consists only in the lessening or withdrawal of ambition."

The cultural myth holds, then, that all Americans should strive for success, and they will be successful. "If at first you don't succeed, try, try, again." is as sacred as the scriptures. It even takes on a religious flavor. A poster on a Unitarian Church bulletin board once read: "Not failure, but refusal to aim is sin." That is, if one does not strive for success, he has somehow sinned.

Such admonitions as these are not even a mockery for most of America's non-white poor. They are rendered impossible in the face of widespread prejudice and discrimination. Many a non-white college graduate has been forced to earn a living by shining shoes, operating an elevator, or working as a domestic. In this society these are low-status occupations.

Now that attempts are being made to utilize non-whites in positions which have characteristically been closed to them, one hears a great deal about the lack of aspiration and lethargy of the poor. It is somehow expected that all of a sudden people who have been kept down for so long should be ready to enter the mainstream of what is chauvinistically (and erroneously) called the "Great Society." When some citizen rejects these goals, he is considered to be insane, because the goals are considered good by definition. When members of disadvantaged groups reject these values, they are considered lazy and apathetic. They are felt to have low aspirations.

THE ASPIRATIONS OF THE DISADVANTAGED

Living in a society which posits monetary success as one of its supreme values, non-whites naturally adopt the same values as other Americans. After all, they study from the same civics textbooks. The difference is that the means for achieving the goals have not always been available to them.

When the goals are accepted by all, but the means are differentially available, several outcomes are possible. In the case of the disadvantaged, the result frequently takes the form of withdrawal of ambition. Such behavior is not paranoia, as is frequently felt to be the case; rather, it is a realistic appraisal of the situation. Several attempts may have led to repeated failures. The logical outcome of such a situation, then, is a lessening of ambitions. Minority youth crowded into the segregated centers of American cities are aware that jobs available to white Americans are unavailable to them. Therefore they refuse to fight a losing battle.

The story is told of a Negro mother and daughter in Chicago. They were being visited by a social worker. The social worker turned to the daughter, a teenager, and asked what profession she hoped to enter. "Oh, I guess I'll be a cleaning lady," the daughter replied. "Oh, don't say that, say something nice--like an office worker," said the mother. The daughter replied, "Then I guess I'll be a cleaning lady in an office." Her aspirations were somewhat more realistic than those her mother held for her.

In the summer of 1965 the Federal Government allocated some $3.5 million for a ten-week anti-poverty program in central Harlem. Thousands of teenagers and young adults were employed in a variety of occupations, mainly clerical. Many of them performed with great skill. Toward the end of the summer, several business organizations agreed to employ these workers, but in most cases the prospective employers were unwilling to utilize the employees to the full extent of their abilities.

For example, a major airline requested a secretary. A young woman with stenographic skills and a college degree, who had served as an executive secretary, was sent to the personnel department of the company. She was offered a clerk's job at $75 per week. Needless to say, she refused the offer. At the end of the summer many of these people returned to the ranks of the unemployed rather than become involved in a humiliating search for suitable employment.

An incident such as this does not represent a lack of aspiration, but rather it reflects the inequalities of a system which has for so long refused to properly utilize talent. Constant rebuffs of this type are sufficient to stifle initiative.

The aspirations of the disadvantaged are a constant source of concern. While it is true that years of deprivation and oppression have made their impact on the disadvantaged, researchers have questioned the general notion of uniformly low aspiration among the poor.

In one study Bernard Rosen found that achievement motivation is more characteristic of Greeks, Jews, and low-class white Protestants than of Italians, French Canadians, and Negroes. Educational achievement values of Negroes, however, were higher than expected, being comparable to those of Greeks, Jews and white Protestants. Vocational aspirations of Negroes were the lowest of any group in the sample. Rosen interprets these differences both in terms of ethnicity and social class. The Negroes apparently knew that they could not expect to achieve occupational status comparable to that of white Americans.

Another study by Richard Bloom, et. al., indicated that Negro parents "express significantly higher occupational and educational aspirations for their children" than do white parents of comparable socio-economic status. Similarly, Negro children have higher occupational aspirations than do white children of comparable class background.

Another recent study by Gerda Lorenz of low-income Negroes, Puerto Ricans, and whites, found that insofar as self-aspirations are concerned, Negroes consistently ranked highest, followed by Puerto Ricans, and then whites. The difference between Puerto Ricans and whites was not great, but the research clearly indicated that Negroes ranked highest of all in self-aspirations. On aspirations for their children, Negroes ranked lower than all others, with Puerto Ricans ranking higher than whites. In this study, Negroes were more likely to express a desire for their children to go to college, but were not optimistic about this possibility.

Finally, research in central Harlem in 1965 indicates that the self-concept of poor Negro teenagers and young adults was not significantly different from their perception of the ideal personality. That is, no pattern of low self-esteem was discerned. They wanted the same things generally considered to be the values of the larger society. For example, when asked what the most important thing about a job was, fully three-fifths replied "possibilities for getting ahead." This was followed by "the kind of work done," "a steady income," and the "amount of money they could make," in that order. These responses sound exactly like those from any group of "typical" American youth.

Negroes appear to hold similar values and aspirations as white Protestant Americans. The element which has been lacking through the years is, of course, the opportunity to achieve these goals. Some differences do occur, however, when one considers other disadvantaged people from subcultures which differ from that of the dominant society.

This is especially true of youth from Latin-American cultures. Among Mexican-Americans in the Southwest, for example, Celia Heller found that the youth maintained significantly higher occupational aspirations than their parents had achieved. Their aspirations, however, were lower than those of Anglo-American (white) youth. This difference is explained culturally. Heller reports that Mexican-Americans would "rather not try to reach a goal barred by serious obstacles than pursue a goal at the risk of failure." To fail reflects negatively on their manliness. There, the culture provides a rationale for avoiding failure.

Mexican-American youth were more inclined than Anglo-American youth to express a preference for being content with what they have. They, more than Negroes, feel that "one must be content with what comes his way." In interviews, Mexican-American youth expressed disapproval of the direct-action tactics utilized by Negroes in the civil rights movement. Latin-American youth frequently hold different cultural values than white Americans, and it is asking too much for a people suddenly to reject the way of life to which they have grown accustomed.

American Indians are a people who represent highly developed cultures which can be traced back through many centuries. There have been systematic attempts to destroy these cultures, but the Indians have steadfastly clung to them. Theirs is a case of long-standing suffering which has developed doubts about the sincerity and honesty of white America. Their lack of aspirations is readily understandable.

WHY WORK? (THE MEANINGLESSNESS OF WORK)

In a capitalist society, to raise the question of why one should work sounds strange, perhaps. The obvious answer is that one works to provide for his economic needs.

With increasing industrialization and technology, the individual has lost his importance. Business organizations are primarily concerned with increasing profits. The individual is of little value, and the needs of the society are secondary to the profit motive. Concern is lost for the creation of goods and services for social utility.

In so-called "primitive" societies the real meaning of work was to be found not in monetary rewards but in the significance of the work for the society. In contemporary

American society, man has become alienated from his work, as Karl Marx defined the situation. That is, man's work, has become alien to him. The worker is related to the product of his labor as an alien object. The more he produces, the poorer he becomes because the objects he produces have no meaning for his inner life. He is in essence divorced from the work he performs, from the fruits of his own creation.

It is difficult for a secretary at General Motors or Metropolitan Life Insurance Company to somehow see what she does as meaningful activity. It is just a job that she must perform in order to be paid at the end of the week. If she is ill or otherwise absent from work, it may temporarily inconvenience the company, but a replacement can soon be found who can perform the tasks equally well. To add to the sense of alienation, machines nowadays can often perform, with even greater efficiency, tasks which clerical workers once performed.

Such circumstances are, no doubt, functions of industrialization rather than of a particular type of economic system. Most people do the job they have to do regardless of what they really want to do. They dread Monday morning, and live for coffee breaks (which Jules Henry calls "on-the-job-therapy"), lunch hour, quitting time, and Friday afternoon. This is because it is difficult to find work requiring a capacity for love, quietness, contentment, frankness, and honesty.

Not only do jobs require workers to alienate themselves from their work, but the job serves to cut the worker off from the few remaining important emotional involvements they have--family, friends, and self. There is really little difference in the meaning of work for a secretary for the Red Cross or the American Cancer Society or some other presumably humanitarian organization and one in the missile industry (which is anti-humanitarian since it is concerned with the destruction of human beings.) Neither is really involved in the work she performs; both work only because they must support their economic needs.

The meaninglessness of work is not only relevant to the disadvantaged but to a vast majority of Americans. Insofar as the disadvantaged are concerned, since they have less stake in the existing society, there is even less reason why they should work at all. For the white American, work provides the avenue to social mobility which carries with it the possibility of purchasing a "Cape Cod" home in the suburbs, while the non-white must be content to pay excessive rents for inferior housing in the slums. If, for the white American, there is little incentive to work, for the non-white American there is even less incentive.

So far attention has been focused on problems of the disadvantaged in a general way what American culture has done to their personalities, their relationship to the success goals of the society, their aspirations, and their entry into a world of work which has lost most of its meaning for the individual. In the remaining time some specific problems will be discussed.

SPECIAL PROBLEMS OF THE DISADVANTAGED

Language. Millions of the disadvantaged will have difficulty securing employment in business because of a lack of language skills. Either English is spoken as a second language or they speak English with a dialect which is unacceptable to the business community.

There are roughly 110,000 American Indians for whom English is a second language. New York City alone contains a Spanish-speaking population of nearly one million. In the Southwest and in California millions of Mexican-Americans speak English as a second language. Southern Florida has a Spanish-speaking Cuban community which now numbers approximately 300,000. There are communities in New England where nearly 90 percent of the inhabitants speak French.

Many of these people are insufficiently fluent in English to enter the business world. The obvious problem here is to prepare the disadvantaged youth from these subcultures for the world of work through language instruction. Unless one works as a translator or is dealing with non-English speaking persons, a good command of standard English is essential for office work.

America's Negroes are not too different from other minorities. Whether they live on farms in the Black Belt of Mississippi or in the urban slums of Chicago, New York, or Los Angeles, the speech patterns of Negroes differ from those of white Americans. They go from one Negro community to another and rarely encounter acculturative influences. Consequently, they are often denied employment because they do not speak standard English; rather, they speak a dialect. This includes slang terms or so-called "cool talk," but it also includes errors in grammar such as the omission of certain letters from words. For example, the letters "r" and "l" are frequently omitted. Carol becomes "Ca'ol" and Paris becomes "Pass." Fault becomes "fought" and help becomes "hep."

The Department of Speech at Howard University is attempting to cope with this problem by teaching standard English to 800 students. The Center for Applied Linguistics in Washington, D.C., under a grant from the Ford Foundation, is also working on this problem, and the Department of Labor was authorized by the 89th Congress to refer persons for instruction in communication skills. There is also a movement among experts in speech to teach standard English to low-income children at an early age. One method involves giving disadvantaged children talking dolls that speak standard English.

These programs are important because the lack of communicative skills is especially prevalent among poor Negroes. Even those with college degrees are frequently penalized in employment because they lack skill in communicating. Many who lack these skills graduate from colleges of low standards and go into teaching where they perpetuate the problem by providing poor speech models.

It is entirely understandable that business is reluctant to employ people who lack the ability to communicate in English. The solution must be, then, not the expectation that a business organization on Madison Avenue will employ a receptionist who will greet a prospective client with the inquiry, "May I 'hep' you?" or a secretary who misspells words because she spells only phonetically and pronounces incorrectly. Many of the disadvantaged have had little or no experience in communicating by telephone. When they were children, their parents tended to speak to them in mono-syllables: "do," "don't," "yes," "no." Consequently, they have never learned to speak in complete sentences. In other words, they are inarticulate. The obvious solution to such problems is somehow to correct such communication defects.

Behavior. Because of long-standing rejection, the disadvantaged suffer from feelings of inferiority, helplessness, and provincialism. In the business situation they feel shyness and rejection. This is especially true when one is the first Negro or Indian or Mexican-American or Puerto Rican in a given situation. Somehow the responsibility is always on that person to prove himself worthy of the friendship of white Prostestant Americans.

Each new employee should, of course, be made to feel welcome by his fellow employees. Such gestures serve to assimilate the new employee. All too often non-whites are accused of a kind of paranoid touchiness. It is likely that, more often than not, these feelings represent a realistic appraisal of the situation in which they find themselves. They feel rejected because they are rejected; they are not invited to lunch or to coffee, to say nothing of being invited to the homes of their co-workers.

The recent integration of Negroes into the University of Alabama provides some interesting clues as to how it feels to find oneself in a hostile environment. Negro students were asked why they were willing to suffer the constant humiliation which they faced from hostile white students. These students described how their fellow students never spoke to them in the dormitories, classrooms, or cafeterias. Unanimously, they agreed that they were at the university to get an education and while life would be simpler if they were accepted as individuals, they had reached the point where they would no longer take the initiative in communicating with their white fellow students. They were tired. Such feelings are understandable. Such incidents are probably duplicated thousands of times daily in offices across the country.

Feelings of shyness and rejection are not difficult for the disadvantaged to overcome. The disadvantaged simply require effort on the part of employers and fellow employees to make them feel welcome as individuals.

Dress and Physical Appearance. Office workers in America are expected to be "well groomed," which means that they are to conform to some conventional standards of dress, make-up, and hair styles. On visits to many offices in New York one sees secretaries and receptionists with long silver fingernails, dyed blonde hair, and a proliferation of make-up. They seem like carbon copies of each other and appear to have been selected for reasons other than competence, just as the non-objective paintings hanging on the walls were selected for their decorative effect rather than for their artistic merit.

Many of the disadvantaged simply do not meet these conventional American standards of "beauty" (if one can call it that). There is certainly no reason why a Negro office worker should not have the right to appear for work in an office with her hair natural or "African style" rather than to adopt white standards of beauty requiring frequent trips to a hairdresser to have her hair straightened, as has historically been the case. It is simply not an established objective fact that extra curly or "kinky" hair is less attractive than hair which has been straightened. Somehow all Negro office workers are expected to look like Lena Horne. Given the diversity of physical types among Negroes, this is impossible.

Unfortunately, far too many non-whites have accepted the myth that the closer the Negro comes to white standards of beauty, the more desirable it is. Insofar as Negroes are concerned, this is part of the legacy of slavery in which the closer the slave approached the slaveholder in physical appearance, the easier his life. He became a house slave rather than a field slave.

Such feelings have permeated the Negro community for centuries, and at the present time there are efforts on the part of Negroes to assert their identity by rejecting white standards of beauty. While such practices may appear to be ridiculous to many, they have a positive effect on the personalities of Negroes.

While business organizations rightfully may expect that their employees be clean and neatly dressed, it is unfair to insist that those who differ racially and culturally attempt to alter their physical features to conform to ethnocentric and false standards of beauty.

One reads items in the newspapers where some enterprising and well-meaning citizen opens a school to train Negro and Puerto Rican young ladies how to walk as a means of securing office work. There are pictures of these newly arrived migrants walking with books on their heads. This seems a bit ridiculous because, after all, what is inside the head is much more important than how one walks or the type of hairdo one wears.

Concluding Remarks

It seems to me that not only must the disadvantaged prepare themselves for the business world, but the business world must prepare itself for the disadvantaged. By prepare it is meant, simply, that to maintain that one is an equal-opportunity employer is not enough. Years of rejection have made the disadvantaged often unwilling to assert themselves by demanding employment to which they are entitled. They are afraid of being rejected. Therefore, business must take the initiative in recruiting the disadvantaged.

In a recent interview, the vice president of personnel of the Bank of America, the largest commercial bank in the country, had this to say: "An affirmative-action program means just what it says. Passive programs or neutral programs of equal employment simply do not work. We believe that in order to solve the pressing social problems of minority groups, corporations must do more than be neutral. We must actively seek out qualified Negro applicants rather than wait for them to come to us. This we are doing."

Just as companies have been aggressive in denying office employment to the disadvantaged through the years, it is now their moral responsibility to pursue, aggressively, a policy of seeking employees from among the disadvantaged. All too often one hears the familiar cry: "I'm willing to hire Negroes, but I can't find any who are qualified."

It is true that lack of educational opportunities has affected the supply of qualified non-white workers, but business organizations must also share in responsibility for training. The level of competence required for the performance of most jobs in business is not such that most non-whites could not achieve it through a short-term training program. Such an effort may not be necessary if business organizations work as hard to find competent non-whites as they have worked in the past to discriminate against them.

In addition to an aggressive policy of employing the disadvantaged, business organizations have the responsibility of treating their employees equally. This means that non-white employees must be treated as the equals of white employees insofar as pay, promotion, and social activities are concerned. Most people resent being treated differently, especially in the United States, because if one is non-white, differential treatment usually means inferior treatment.

As teachers of those disadvantaged students preparing to enter the business world in contemporary America, you must understand the backgrounds of these students. They differ significantly in some ways from those of middle-class Americans. And Americans are prone to think that anything which deviates from middle-class standards is somehow wrong.

The disadvantaged are the victims of oppression, and as a result, their psyches may have been damaged. A great deal of patience and effort may be required in order to assist them in overcoming some of the problems which the society has imposed on them. They have been the helpless victims of a system over which they have no control. With proper training they are capable of performing with the same degree of proficiency as other Americans.

The disadvantaged do not enjoy their disadvantaged status. In general, they are eager to improve themselves. Anyone who has observed non-white workers in federal, state, and municipal offices, where they find work more readily than in private business, can attest to their diligence in performing their duties.

The National Industrial Conference Board conducted a survey of 47 companies in different sections of the country. One of the questions asked of the company's chief executive officer was, "On the whole has your company found Negroes to be good workers, average workers, or poor workers?" In only one case was it reported that they were considered to be poor workers. The executives reported almost unanimously that Negroes compared favorably to other workers in that they reported to work on time, attended work regularly, produced work of comparable quality and quantity, got on well with others, were equally honest, and were equally willing to assume responsibility.

Non-white business students, then, may pose some problems others do not because of past handicaps, but the likelihood is that with encouragement from teachers and employers they will perform as well in school and on the job as others.

Finally, teachers have a special responsibility. All too often they start out with the assumption that disadvantaged students are incapable of learning. With such an attitude, little teaching takes place--with the result that not much learning takes place either.

THE RELATION OF THE BUSINESS TEACHER TO THE GUIDANCE FUNCTION

Dr. Dorothy Sebald
Guidance and School Counseling
Hunter College

Having a two-fold responsibility, business education teachers are in a unique and pivotal position. They are accountable both to society for the products of their training--the administrative assistants, secretaries, and clerical workers who run the offices that influence the world, and to the individual student acquiring the skills that will support him his entire working life. Hence, the business teacher's obligation is more real and his result more immediate and more measurable than that of other teachers.

In teaching the disadvantaged student, the business education teacher faces several new challenges. Examples: convincing students that work is necessary and desirable while the evidence surrounding him shows welfare checks to be an acceptable alternative; persuading the student that conformity to business standards of appearance and deportment is mandatory while the image-makers are adopting existentialism (freedom to do as you wish) as a national cult.

Effective teaching can only be done by recognizing the singularity of each student, his strengths and weaknesses, and helping him individually.

Although business teachers are qualified to perform some guidance functions, they must remember that dealing with psychological disturbance and related in-depth exploration and therapy is the province of the professionally trained guidance counselor. Business teachers must make painstaking preparation, moreover, before assuming any guidance role. A partial syllabus of study and research for the teacher includes: the sociological, economic, and psychological basis for work; the student's concept of work; what business expects from the business graduate; what "holes" in the curriculum result in inadequately trained employees; what obvious and teacher-discovered vocational opportunities exist for the student.

Only after the teacher becomes thoroughly schooled in his subject can he guide the student in the art of self-analysis toward a particular field of business.

The teacher himself often provides the best illustration of proper dress and conduct that the disadvantaged student encounters. What he inadvertently tells his class members by his own behavior about values, principles, people, and the world will be reflected by them.

All adults have "pockets of immaturity," habitual reversions to childhood, in mannerisms or behavior.

Some Are:

1. Display of temper (three-year-old behavior pattern necessary as a child develops a sense of his own identity and rights).
2. Envy (sometimes manifested as catty asides about another's bad taste or judgment).
3. Undue irritability.
4. Lack of responsibility in assuming all the requirements of their true role (wife, mother, brother, neighbor).
5. Rejection of true age (juvenile mannerisms, youthful dress, childish possessions).
6. Inability to accept limitations (intelligence, appearance, talent).
7. Selfishness (remaining the center of his own environment as babies must).
8. Inability to make decisions.
9. Inability to accept the results of a decision or the finality of such an outcome.
10. Rejection of any code of ethics (religion, patriotism).

Maturity is recognized in these attributes:

1. Sense of humor.
2. Ability to laugh at yourself.
3. Ability to face reality.
4. Ability to understand frustration.
5. Ability to "take it."
6. Unwillingness to be a martyr or pose as one.

Before attempting to teach or give vocational guidance, the teacher must master his own conflicts and immaturities.

REINFORCEMENT OF LANGUAGE ARTS BY USING TYPEWRITERS AND DICTATING EQUIPMENT

Mr. Millard Collins
Manager
Educational Services, International Business Machines, Inc.

INTRODUCTION

Our greatest problem in business is lack of communication--the inability to communicate the right words at the right time with the right meaning.

A major problem of the disadvantaged is vocabulary. They do not have word power. They are unable to recognize and use the language of business. For instance, words such as "account", "posting" and "journalizing" are completely foreign to them.

Since every Job Corps training program and most other anti-poverty vocational programs include some instruction in typewriting, an alert, aggressive, aware typewriting instructor can help the disadvantaged by using the machine itself as a tool for improving language arts.

OVERVIEW

When an individual lacks the verbal skills of communication, teaching him to type for vocational purposes is not the first step. We must begin teaching him words, expand to phrases, and then to sentences. This language-arts approach to teaching typewriting can begin in a child's elementary school years.

KINDERGARTEN THROUGH GRADE 3

During this phase, word power can be built through the use of simple words, phrases, sentences, and limited composition. The student responds with the typewriter as he listens to the teacher. (It is important to begin to teach listening at this stage because we listen four to six times as much as we speak.) Usually interest is built up with the "storytelling" technique. The teacher says a word which the student types. Using this word, the student composes a sentence, then expands the sentence until he completes a simple story. This is a multi-sensory learning experience for the child which utilizes the senses of sight, sound, and touch.

GRADES 4-6

Touch typewriting should be introduced at this level if if has not been taught previously. The typewriter is still used to motivate student response. However, emphasis is placed on composing, reinforcing word power--including spelling--and writing skills.

GRADES 7-9

Focus should be placed on more volume in typing and the minimal vocational skills.

GRADES 10-12

The objective should be acceptable vocational competence, for example: the assignment of realistic manuscript problems. Preparing students merely to qualify for the initial job is insufficient. The teacher must expand the student's concepts to encompass economic understanding and the ability to reason and work out problems logically. Typists who create rather than copyists who emulate must be developed. Training in accurate proofreading is essential.

GENERAL COMMENTS ABOUT TEACHING THE DISADVANTAGED

Many disadvantaged students have never developed a talent for listening. The teacher must help them learn this essential art. Dictation drills and listening to tapes are the business education teacher's natural allies toward achieving this end.

The disadvantaged need empathy, not sympathy. The successful teacher must understand them, establish rapport with them, and by his attitude and acts, break through the inherent distrust common to the disadvantaged. We must recognize them as individuals and make them feel important. They must achieve some sort of success. Every child should leave the classroom every day with some feeling of success; if he has not, no learning has taken place.

"LANGUAGE AS A SOCIAL ARBITER", "IMPROVING NON-STANDARD SPEECH", AND "TRANSFORMING DIALECT"

Howard University Films

Howard University's Dr. Charles G. Hurst, Jr., Dean of the College of Liberal Arts has set himself the task of helping improve sub-standard speech among Nebroes at the university and, secondarily, others to whom unacceptable speech patterns are a barrier against communication, education, or employment.

Although universal, speech problems and characteristics vary with the individual. Contrasting correct versus incorrect speech patterns are illustrated by filming typical conversation among students.

An Intelligibility Test has been developed at the university whereby the student may hear his own speech to self-test his comprehensibility. The student talks about a subject familiar to him; later the speech correctionists evaluate syntax, vocabulary, and other components of oral usage. Students re-record similar tests over a several month period, and trained observers explain corrections and note improvements, working individually with the student during the series.

"Cool talk," a second language among Negroes, is used among peer in-groups just as professional language is used by physicians, lawyers, educators, etc. Both language usages are proper and necessary in the right setting. The student resists improvement in attempting use of standard English until he understands that the correctionist is not attempting to change his everyday group social language. Instead, the therapist is helping to develop the tools of language the student needs to function as a college student in the classroom, a job applicant, or an employee, so that when a formal situation arises he will not fall mute at a time important to his life.

Students generally accept the desirability of upgrading the vocabulary and construction of their language when the goal of "commanding respect" and "communicating complex thoughts," unlikely with street talk, becomes apparent to them. The most persuasive reason for learning techniques of linguistic flexibility, however, still is economic survival.

Good public-speaking practices, applicable to the employment situation also, which are advised include: Pitch your voice to a conversational, even, non-emotional tone. Relax. Put your personality into the speech. Speak to each individual in the audience. Use small, everyday words which are usually more effective (and more easily learned); use the simple sentence because it is likely to be more exact, more correct, and more flexible. Suit the language to the situation.

One of the more serious handicaps to the total success of the Howard University has been the difficulty of finding speech specialists who understand the "cool talk" language well enough to translate it into the country's cultural language, correct English.

TECHNIQUE

Dr. Hurst recommends informality and unorthodox activities in combination with more traditional methods to make the relearning "interesting" and "fun." The more traditional approach, that of teaching English in the same way that "other" foreign languages are taught, is successful with some students. He approves of the clinical laboratory atmosphere, staged so the student can relax, become aware of his needs, and work.

Experienced, good students who were enrolled in the linguistic program were used as models in the film. The very fact that many students could identify with those on camera served as incentive for improvement among the student body. These methods were demonstrated in the film which showed the correctionist working with students to improve a faulty "th" ending. Responding to instructions, the student put his tongue through his teeth and his hand at his throat, feeling for the vibrating vocal chords as he pronounced "path", "south", etc. In another segment, a highly trained speech pathologist and a student each repetitively pronounce words until the student understands the difference between his sound and that of the specialist. They pronounce the sounds together, and finally the lesson is reinforced by the student using the sound in sentences.

Self-instructional tapes which review the steps in the student's correction sequence for his own analysis and improvement are demonstrated. The device simultaneously video-tapes and audio-records the student's speech, then plays movements while hearing his voice. He may stop the recorder, practice any defects with the recorded model until he is satisfied with his improvement, then continue until the entire speech has been corrected.

These intensive speech-correction methods result in in-clinic progress by the individual but almost equal out-clinic reversion when the student is among his peers. To counteract this slipback, the clinic encourages pupils to work together and to create opportunities for positive practice so that they will have a repository of speech patterns and vocabulary equal to any situation.

CULTURAL LINGUISTICS

Dr. Beryl Bailey
Cultural Linguist
Yeshiva University

A basic premise is that language is not a biological necessity but a human institution. Each normal human being is born with the ability to learn a first language by the time he reaches two years of age. Abilities to learn a second language differ greatly with individuals. Every society develops the language needed for its own cultural use. Thus, there could not be a society with an underdeveloped language, but merely a culture that doesn't require a more advanced language.

The disadvantaged youth does not use the accepted language fully for the good reason that he has no need to use it in his own environment. The term "Negro dialect" is also used to describe the language used by many non-Negro underprivileged people.

The linguist looks at four aspects of language: phonology--the sound system; morphology--changes in the shape of words; syntax--elements of language put together; (Note: Morphology and syntax make up grammer.); semantics--lexicon.

In relation to phonology, the Negro dialect is commonly weak in the use of the "stop" consonant at the end of words. This would include consonants such as *p*, *t*, *k*, *b*, etc. in which the sound is made by a "stop and release." Thus, *hand* becomes *han*.. *mind* becomes *mine*.

GRAMMAR

A youngster cannot be taught new forms of grammar unless he is given ample opportunity to hear and use the new form constantly and repetitively. Thus, a child whose parents or peers use the correct forms will have a decided advantage in correcting his own grammar.

In analyzing the grammar of youngsters using a Negro dialect, one apparent difference is that children are operating with a language in which the verb does not change for person or number. Thus, *I*, *he*, *we*, etc. accompany the same verb form. This, of course, is correct for the verb "sang" and not too jarring with most verbs. For instance, the verb *sing* changes form only for the third person singular.

A second difference is that the verb *be* has little usage in Negro dialect. Thus, "John... my brother" is the equivalent of "John is my brother." Because every English sentence must have time information, the dialect form will amend a sentence. Thus, "John... sick; not in school today." indicates the past imperfect tense (a chronic illness).

Another difference is that there is no "marker" used in the dialect for a possessive noun if it precedes the item possessed. Thus, "Johns book" means "John's book." However, the possessive is used when the sentence is reversed, as in: "This hat... my mother's." Note the use of the pronoun "mines" for "mine," which follows the logic of the parallel forms "his, its, ours." "The book is mines." In the plural form, the dialect often omits the final "s" where it is not needed to indicate the plural. Thus: "Ten book" replaces "Ten books" but, "all the books" retain the "s" to identify the plural form.

In syntax, the dialect includes a topic plus a comment for each sentence, but the comment consists of a pronoun plus a predicate. Thus we find: "My mother/she wasn't home."

This information can be especially helpful to the stenography teacher of the disadvantaged, and can be used by any business teacher whose job is to help the Negro develop standard written and spoken English.

PUERTO RICANS IN NEW YORK CITY: ARE THEY FAILING OR IS THE CITY FAILING THEM?

Mrs. Carmen Dinos
Superintendent of Educational Programs
Commonwealth of Puerto Rico
Department of Labor, Migration Division

INTRODUCTION

New York City has been the initial terminus for a substantial portion of nearly all the migrations that have contributed to the growth of the nation; consequently, this city has faced the continuing problem of assimilating large numbers of newcomers--groups who usually speak a language other than English. These are some of the problems which confront Puerto Ricans in New York City.

MINORITY OR MAJORITY?

It is indeed strange, Mrs. Dinos notes, that educators continue to speak of the Negro and Puerto Rican students in the New York Public Schools as minority groups when, in reality, these students represent the preponderance of the public school population. Although Puerto Ricans are a minority group, Negroes and Puerto Ricans combined constitute a majority.

The speaker pointed out that statistics available to the Department of Labor, Migration Division, (1960 Census) indicated that Puerto Ricans constituted 701,500 of the population in New York City or 9.3 percent. However, the Puerto Rican population reaches 18.5% in the Bronx and 12.8% in Manhattan; and 34.3% of school enrollments in the Bronx and 34.5% in Manhattan.

Unlike many of our forefathers, Puerto Ricans are not immigrants but American citizens; if we were to subtract the Puerto Ricans from New York City, it would leave an impoverished community with a surprising number of executives and professionals missing.

THE "WHY" OF WELFARE

Negroes and Puerto Ricans combined also constitute a major percentage of those on welfare assistance. Mrs. Dinos maintains that our chief concern should not be how many persons are on welfare assistance, but why. She contends that education is the key to the complex problems which confront us--education which has as its ultimate goal the teaching of "all" persons, regardless of ethnic background.

PRESENT SCHOOL SYSTEMS

What is being done for minority groups in the New York City public schools? Are we really implementing programs which will improve the English-language facility of the pupils and/or programs which will help minority pupils to adjust? Are any special efforts being made to bring the Puerto Rican child, for example, to the educational promise of the city's school system? In a speech on "Excellence of Education," New York City Superintendent of Schools, Dr. Bernard Donovan, said: "No child should graduate from the 12th grade until he can read at an 8th grade level." While this may be a realistic standard, should it be termed "excellence," she asks.

Mrs. Dinos charged that we seem to be failing in our efforts to keep Puerto Rican children in school, citing the gradual decrease in the number continuing through the four-year high school program. A recent study by her organization, revealed that only 300 out of 6,000 received an academic diploma.

BILINGUAL LANGUAGE INSTRUCTION--A PROPOSAL

We are doing an injustice to students when we insist that only English be used as the language of instruction in public schools, for this often retards the education of those students who do not speak English when they enter school. Would not the students who live with and speak a language other than English be much farther ahead if they are initially given instruction (and learn to read) in their first language? Even though the law in many states requires English to be the language of instruction, additional instruction in other languages would provide a learning vehicle from the first day of school.

This bilingual instruction would enable the students to understand what is being taught. It would also enable them to learn to use good grammar in at least one language. For example, Spanish is more phonetic with fewer grammatical variations than English, and therefore it is easier to learn. These students could then be provided with a simultaneous and intensified course in English without retarding their general education.

Emphasis should be on teaching the most a child can learn rather than the minimum acceptable. In developing this point, Mrs. Dinos suggests that all students should be taught at least a second language (English, if that was not their first language, or the most frequently spoken foreign language other than English in the locality so as to parallel the education of the disadvantaged students).

A second language is not a foreign language. A foreign language is one encountered rarely by the student. For those pupils with both a first and second language, teaching a foreign language becomes desirable and more feasible than if the child had only one language at his command. She urges that our goal should be the three-languaged child.

2

GOALS OF EDUCATION

The goal of educators must be to give a quality education to all students. In giving advice to teachers, Mrs. Dinos admonished them to speak simply to children and parents, using little words. They should avoid technical or pedagogical phrasing. They should teach the child--not the children. They should make provisions for a vocational education, and this education should be in those subject areas where students can obtain employment. Let school systems stop giving general diplomas, for the training that leads to these diplomas often does not prepare the students for anything.

Well-meaning guidance counselors often push students away from academic diplomas because they realize that it will not help them to make a living and that their chances for going on to college are slight. However, a great many graduates with academic diplomas are immediately employed in business where they were frequently given preference over applicants with general diplomas.

A LOOK TO THE FUTURE

Another chief concern of the speaker was the lack of mutual respect for cultural differences and a recognition of similarities. For instance, we should not assume that there is a very different typical pattern in the construction of Puerto Rican families, however extended these families may be. Just like other children, they too visit their grandparents, aunts and cousins, and when the teachers find their students living with these relatives rather than their parents it is no more surprising than if a child were sent from his home in Kansas to his grandparents in California for variety in his school experience.

Mrs. Dinos emphasized that we must start looking at Puerto Ricans as citizens; like them because they are likable. Let us judge them by the same standards with which we judge other citizens of the United States.

THE MINNEAPOLIS PUBLIC SCHOOLS WORK OPPORTUNITY CENTER

Dr. Margaret E. Andrews
Consultant in Business Education and Placement
Minneapolis Public Schools

INTRODUCTION

After mentioning several innovative business education programs presently in practice in the Minneapolis Public Schools, Dr. Andrews focused on the Work Opportunity Program which she compared to Urban Job Corp centers in other cities.

The program was designed for the pre-senior summer for the potentially unemployable high school dropout lacking in clerical skill, failing in school work, and holding poor office-work perceptions and attitudes. High school business teachers attempted to spot girls who exhibited little likelihood of being able to pass the standard senior-level office-training courses or cooperative programs, or of becoming acceptable employees thereafter. Despite a grave shortage of office workers in the community, the students were destined for jobs as cleaning women, waitresses, and other low-level unskilled workers.

SCREENING

Thirty juniors were selected in the late spring from among girls who intended to return to school in the fall. The prerequisite for admission was merely one year of typing and apparent ambition to profit from the experience.

PLAN AND PROCEDURE

Students attended the program six hours a day for eight weeks. A flexible and informal schedule called for class instruction two hours daily, and production work (for which participants were paid by federal grant) the rest of the day. One hour of class instruction was devoted to skills improvement and the other hour to grooming and personality development. Two business education teachers who instruct during the regular school year, and a coordinator specializing in guidance, grooming, personality development, and personal counseling, made up the staff.

Students serviced faculty members working on a curriculum-planning project in the same building, picking up work from the teachers, receiving instructions, typing from rough draft or handwritten copy or completing other common clerical tasks, and returning finished materials to their "employers" for acceptance or rejection.

All the trappings of an office were present in the workroom: individual tables, typewriters, a ten-key adding machine, a rotary calculator, fluid duplicators, and mimeograph machines. Music accompanied the work in the simulated office; free orange juice and milk were substituted during the "coffee break". (Interesting note: girls who paid 10¢ for cokes the first weeks of the session willingly drank the healthier beverages after the effects of acceptance, success, and counseling began to be felt).

While the production periods taught responsibility and the relationship of skills courses to successful employment as well as how employer and employee work together to accomplish real and necessary work, the popular grooming segment (inserted into the curriculum frequently and as was appropriate to other scheduling) built confidence and developed desirable personality traits. In the personal development segments, group buzz sessions and role-playing were varied with individual counseling, sometimes solving serious and far-ranging personal problems dealing with boyfriend, family, and community. Students "spent" a hypothetical $50 for appropriate office apparel in a nearby store with which arrangements were made for simulated purchases and appropriate line and color, hair was styled at a real beauty salon, and much the same beauty, health, and hygiene guidance was dispensed as is given in stewardess and charm schools.

The importance of punctuality was demonstrated in a practical way: busses daily departed from central gathering points on schedule. Those who were late were left to make their way to "work" via irregular and costly public transportation.

Human relations, skills, and attitudes were developed through every phase of the program, as was the gradual upgrading of the student's ability to work under realistic stress conditions.

Subject areas included:

Arithmetic -- simple fundamental processes, fractions, decimals, percentages.

Spelling -- 800 Most-Common-Word list.

Machines -- addition and subtraction on the ten-key adding machine, reproduction on multi-copy machines.

Handwriting -- Use of the Minneapolis Handwriting Scale, a device geared to individual self-analysis and self-teaching at any grade level.

Filing -- basic sequence of numbers and relative position of the letters of the alphabet.

Telephoning -- rudimentary instructions in answering a business telephone, giving and receiving messages.

With the intention of arresting and stimulating the learning response of each student through the use of equipment such as overhead projectors, transparencies, recording machines, and through visual devices such as flashcards, pictures, and newspaper articles, the staff was able to employ constantly changing and highly attractive lessons.

Timing was used as a motivational device in teaching arithmetic, filing, and spelling, as well as its more traditional use in improving typing speed. Tests in all subject areas were administered at the beginning of the program and were repeated on the last day. The measurement standards demonstrated some growth for all students.

TEST SCORING:

Typing -- a 76% increase in speed. In July, eight out of 30 typed 30 wpm or less. By August, only three typed 30 or less; in July, 2 typed 45 wpm or over, by August nine surpassed 45.

Spelling -- 23 out of the 30 improved their scores. In July, 15 scored between 94 and 100; by August, 21 scored between 94 and 100.

Arithmetic -- 23 improved on the untimed test; 26 improved on the timed test.

Handwriting -- 28 students showed improvement.

The scores on all timed tests improved appreciably. By the end of the sessions, students had become sufficiently adjusted to spur pressures that they worked almost as well on the timed as on the untimed tests. Since most employment tests are timed, teachers who screened the students originally felt that this was one of the major barriers to clerical employment for these disadvantaged students.

All but two members of the program (who should have been eliminated originally because of insufficient basic mental capacity) returned to school in the fall, passed the courses, graduated, and were accepted in office positions. The program was successful but was not repeated because federal funds were not available the second summer.

RECOMMENDATIONS

High school business education teachers and administrators are urged to plan special programs such as this for substandard incoming seniors. Public schools need to build programs for the special-need student into their own budgets, rather than depend on federal or other outside funding.

COMPANY PROGRAMS TO ORIENT THE DISADVANTAGED TO THE OFFICE SITUATION

Roy F. Delapenha, Program Associate, STEP Program
National Association of Manufacturers
Evelyn Ilari, Metropolitan Life Insurance Company
Matilde Lockwood, Berkeley School of Secretarial Training
Virginia Mowry, J. C. Penney Company
Thomas Riley, Supt. of Training, Port of New York Authority

ROY F. DELAPENHA: THE SOLUTIONS TO EMPLOYMENT PROBLEMS PROGRAM (STEP)

The National Association of Manufacturers has developed a program for finding, training, and employing young people so that private industry (its membership) can compete successfully with government and institutions for office employees. Believing that the fundamental skills and personal qualifications required in the office occupations are within the normal competence of high school graduates and that business must recruit its office employees largely from among the urban disadvantaged, it organized STEP (Solutions to Employment Problems) in 1964 to influence the development of innovative programs for office training of this group. Mr. Delapenha cited as examples:

1. The MIND programmed typewriting instruction being instituted in several organizations for improvement of basic copying speed (Hanover-Manufacturers' Bank in New York, for instance).

2. A supportive role in Urban League projects to develop office competencies and social skills that enable trainees to secure entry jobs and to be promoted to higher-status levels.

3. The BET (Business Experience Training) program which provides part-time office training in a functional setting for the potential dropout re-entering the labor market.

4. Retraining of older women. Most of these programs combine training in basic education (spelling, reading, arithmetic) with several office skills developments in a non-school office setting. He cited a few well-known corporations which have developed programs for the dropout that have culminated in full-time employment for participants.

THOMAS RILEY: THE BASIC ESSENTIAL SKILLS TRAINING PROGRAM (BEST)

The New York Port of Authority, under contract with the City of New York, operates the BEST program, covering six areas of training including office occupations other than stenographic.

Trainees are the unemployed, many with a hard-core history of dependency, addiction, and criminality. Enrollment is voluntary, with participants receiving minimal subsistence grants. Enrollees have consistently manifested a gratifying desire to succeed in this exacting program. The average age of the woman clerical trainee is 36 and many have as many as four dependent children. The placement roll of 70 percent has been maintained although trainees take regular employment tests.

EVELYN ILARI: THE METROPOLITAN LIFE INSURANCE COMPANY PROGRAM

The Metropolitan Insurance Company has experimented with a special work-study program for dropouts in which trainees, after a week's orientation, go to class two hours a day and work four hours for pay. The schooling is tailored to each student's needs as indicated by tests. In 60 percent of the cases, trainees were able to become full-time employees. Students are encouraged to read, and in several instances, trainees have read as many as ten books.

The Metropolitan Life Insurance Company is experimenting rather successfully with non-verbal as well as verbal tests.

A home-study training center is maintained for all office employees in which students are tested to determine training needs, are assigned programmed textbooks appropriate to the training level for the next possible promotion, and are tested to determine their mastery of the programmed materials assigned, so that the next level of programmed training materials may be assigned.

MATILDE LOCKWOOD: DIFFERENCES BETWEEN ON-THE-JOB AND SCHOOL TRAINING

Mrs. Lockwood stressed the difference between school training and on-the-job training. In the latter more flexibility is both possible and necessary in terms of individual needs. The trainer in industry must be totally prepared, must care about the trainee, and must work on all areas of job preparation in all classes. The development of proper work habits, attitudes, appreciations, and values must be integrated with skills training. Total involvement is necessary in working with the disadvantaged in either situation. In industry care must be given to place the trainee in a job in which his potential and strengths will be fully utilized.

VIRGINIA MOWRY: RESPONSIBILITIES OF PERSONNEL DEPARTMENTS TO THE SCHOOLS

The personnel department has a responsibility to the school from which it recruits young workers. It must feed back an evaluation of the product of the school so that curriculum and methods may be constantly improved. It should provide facilities for field trips and speakers. This cooperative effort should start far earlier than the 12th year. Possible topics for consideration are: values and attitudes (especially in a world in which youth is rebelling against authority), punctuality, cooperation, and experience in taking tests.

CONCLUSIONS:

The following conclusions can be drawn:

1. An ever-increasing number of out-of-school office-training programs are developing.

2. Such programs have a motivation factor that cannot be built into the traditional school program.

3. In all programs cited stress is placed on basic education (the three R's) and human relations, in addition to office skills.

4. Programmed training materials are being developed and introduced into in-company programs. If properly used, they complement one-to-one or small group assistance in developing desirable work habits, values, and business behavior. Business, rather than the schools, is taking leadership in this phase of education.

WHAT THE BUSINESS TEACHER CAN LEARN FROM OUT-OF SCHOOL EDUCATION PROGRAMS

Raymond Berger, Director, Urban Youth Work Corps, Mobilization for Youth
Dr. Mary Connelly, Rodman Job Corps Training Center, New Bedford, Massachusetts
Dr. Samuel Marks, Executive Director, Skills Advancement group, Incorporated

RAYMOND BERGER: MOBILIZATION FOR YOUTH

Mobilization for Youth was organized in 1962 primarily to convert juvenile delinquents into employable members of society. Its staff insisted on the premise that their clients, boys with the "losers, born-to-die" self-image, could still become successful. Job oriented, the program was also intended to modify social patterns and attitudes. Beginning with a population of 16 to 21-year olds (nearly all high school dropouts, 70% Puerto Rican, 20% Negro, and 10% other), the first "at hand" jobs provided for the work crews involved painting settlement houses, small carpentry repairs, and food service.

The present three-stage program is based on two guidelines: that training must be toward positions that have status value (not dishwashers and busboys), and that the employment for which clients are trained must provide a variety of entry-level jobs with ladder-type promotion possibilities.

The Make-Work Program progression:

1. Clerical shop--30 hours per week for three months covering basic typewriting, filing, and telephone usage, employing the apprentice technique.
2. On-the-job training--lower-level clerical positions mainly with non-profit organizations, with sustained communication between trainee and counselor.
3. Placement--after production skills and diploma have been attained, with a continuation of guidance from the vocational counselor.

Key elements intrinsic (and perhaps unique) to the program are:

1. constant and continuous long-term vocational counseling.
2. small classes.
3. individual instruction.
4. continual effort to upgrade.

DR. MARY CONNELLY: THE JOB CORPS

A federally financed program with centers throughout the United States, the Job Corps is an experimental attempt to increase the employability of severely limited young men and women between the ages of 16 and 21.

The Rodman Center opened in 1965 and has processed 1700 corpsmen, the current roll being 500. Trainees, who are encouraged to enroll themselves some distance from their immediate environment, are from 45 states (primarily the Pacific Coast; many from the Watts district of Los Angeles).

Three basic programs are offered to the trainees, depending on their reading skills levels:

> low (4--7-grade ability)--basic education including language skills, math, and social studies, but no technical or vocational training.
>
> medium (7--9-grade ability)--basic education and clerical training, including accounting machine operation for those students who are able.
>
> high (9-+ ability)--intensified clerical training and preparation for employment.

In both the General Clerical Trainee and Clerical Specialist Trainee courses, lectures, demonstrations, and individual office machine problems vary the curriculum. Prior to the completion of each course, corpsmen must successfully complete a series of workbooks and instructor-made tests. The more advanced course moves into an on-the-job training program. The Rodman program is geared to a nine-month course, but trainees, diverse in ability, motivation, and specialization, may stay a maximum of two years.

The center is equipped with IBM data-processing equipment, Selectric typewriters, and all other makes and models of machines. Data processing is the most popular course.

Special features of the program include:

1. small classes (20-25).
2. highly individualized instruction.
3. emphasis on successful experiences.
4. availability of after-school instruction.
5. extensive use of prognostic and diagnostic testing.

DR. SAMUEL MARKS: SKILLS ADVANCEMENT INC.

Skills Advancement Inc., is an experimental program, funded by the U. S. Department of Labor, designed to upgrade the underemployed (low-level workers, low-paying jobs). Its unique concept (which may become a model throughout the nation) is to upgrade unskilled workers during company time for a concentrated 40-hour span, four days per week for five weeks on the current job site.

High Intensity Training (HIT) is characterized by:

1. Short cycles of training with immediate feedback, raw planning which includes participation and daily experiences (role playing), learner awareness of upward learning curves.
2. Human skills preceding technical skills (motivation first, technical training next). As much as 40% of the time is devoted to unfreezing attitudes (stereotyped feelings implicit in words such as rich, mean, white, prejudice, capitalist, ambitious).
3. Technical training--PERT (Performance Evaluation Review Techniques); reference in Harvard Business Review, July, 1967.

CPM (Critical Path Method), a tool used in planning the curriculum pre-supposes that most courses can be pared drastically and still retain their essence.

Mutual understanding between teacher and trainee and teaching innovation are vital to making this or any other training experience successful, stresses Dr. Marks. Common misconceptions that must be overcome include: student feeling that there is a veil between them and both the business and the educational world, that teachers are "in authority" not "friends," and that teachers don't know the lower levels of business or even the world as it really is. Dr. Marks accuses the business teachers of being schizophrenic (suffering from loss of contact with environment).

Teachers must take the initiative in breaking these barriers. Teachers must also become more sensitive to the student's (worker's) needs, must know more about varieties and levels of occupations (recommended: Dictionary of Occupational Training), and must learn about the realities of business and industry through a continuing dialogue between themselves and executives and personnel officers.

Areas in which this program has been successful include:

1. dress, telephone technique, terminology.
2. human skills.

3. field trips (taken as, if, and when they are appropriate to the course content).
4. the real world (the disadvantaged also have unrealistic views of the world).
5. changing the perceptions and attitudes of the disadvantaged.
6. innovation (especially interaction between public and private organizations).

THE NATIONAL URBAN LEAGUE'S EDUCATIONAL PROGRAM OF OFFICE TRAINING FOR THE DISADVANTAGED

Mr. Adolph Holmes
Associate Director for Economic Development and Employment
National Urban League

HISTORY OF THE NATIONAL URBAN LEAGUE

The National Urban League was founded in 1910 as an outgrowth of the Niagara Movement. The NAACP was a second product of the movement. The National Urban League became a social service organization and now has 85 chapters, each with a national headquarters in New York.

The initial concern of the organization was aiding Negroes. With the passage of time, however, the scope of the organization was broadened to include concern for other minority groups.

PRESENT EMPHASIS

1. Economic development of the minority-group citizen from employee status to employer status.
2. Development of skills.
3. Creation of the right climate for acceptance of minority groups into labor unions.

ONGOING PROGRAMS

1. Summer Fellowship programs to place teachers from predominantly Negro institutions in summer industrial jobs from which they can gain experience related to their students.
2. On-the-job training programs in which employers are reimbursed for the time that goes into supervision and training. Over 13,000 participants have already been employed through this program.
3. Skills Bank in which more than 8,000 people have successfully taken part.
4. Project "Assist" is directed toward helping persons now employed in low-level positions to advance.
5. Secretarial Training Project trains high-school graduates for higher-level office positions.

6. The Living Witness Project brings individuals from minority groups who have achieved outstanding success in their fields before groups of disadvantaged young people to give them the encouragement to believe that they can achieve such success themselves.

The major concerns of the League are economic development and manpower development. Through economic development, the League wishes to develop a higher self-concept in the minority groups. The disadvantaged must be made to see themselves as potential employers. This goal is not at present being realized.

Manpower is trying to encourage skills to combat discrimination. Mr. Holmes feels that labor education and an understanding of unions in business should be included in the curriculum of the disadvantaged. He believes that non-discriminatory unions are the key to better jobs for average Negroes.

THE SECRETARIAL TRAINING PROGRAM

This program is dependent on business' continuing demand for secretarial employees, availability of aspirants, and availability of institutions for training. The program was first set up at New York University with the aim of sending out 160 people at the conclusion of eight weeks of training. It was unsuccessful. A second try was made at Manhattan College with 50 girls going to school for eleven weeks and placed in office positions at the end of that period. The students were then to continue in school two nights a week from September until March, at which time the program would terminate. The participants in the program were not to be paid, but they were supplied with a home-use typewriter, textbooks, workbooks, and materials. The cost of the program was paid by 15 companies.

There were 250 applicants for the program. Fifty were selected on the basis of results of a personality test, aptitude test, 5-minute typewriting test, 2- to 3-minute dictation test, and an interview. The aim was to qualify girls for middle- and higher-clerical jobs. Part of the program involved placing all girls and following their progress through the first jobs. Mr. Holmes considered the program most successful. The training included 100 hours each of typing and stenography and 50 hours each of business English and office practice. Those who needed additional training received 56 hours each of typing and stenography in the fall. Work on attitudes was accomplished through individual talks, group sessions, etc. Each girl had at least four individual interviews.

THE QUESTION AND ANSWER PERIOD--INTERESTING POINTS

Rewards are important to students. Ingenuity in a teacher is important. Business and school should relate to each other, thus making business realistic to the student. Instruction should be varied.

It is important to bring people into the school to bridge the credibility gap between school and business. Bringing persons with success stories from business and letting them speak to students, administrators, and parents is suggested. The Living Witness Program is one of the agencies most successful techniques.

The public education system has different problems with mass education: motivation is often lacking in a large group, the time for personal counseling is unavailable, and the groups to be trained are too mobile for efficient training. Mr. Holmes suggests: parents, teaching machines, and teacher aides as places to begin.

SEND ME THIS KIND OF AN APPLICANT/EMPLOYEE

Mr. R. A. Hulnick
Manager
Administrative Employee Programs, IBM

PREPARING THE DISADVANTAGED FOR INTERVIEWING

After a ten-year career as an engineer, Mr. Hulnick was promoted into the Personnel area of IBM.

From this vantage, he commends business education teachers for their superior efforts in teaching technical skills such as typing and shorthand to disadvantaged students. Other skills, however, just as important to industry too often are not developed in students, he feels. Applicants come to IBM and other companies without knowing how to properly complete an application for employment or how to appropriately dress for an interview. Employment tests, which are given by most companies, bring on near-panic because the applicant has not been prepared to expect them. The student is equally unprepared for a face-to-face interview and usually contributes very little.

Does this lack of preparation adversely affect the disadvantaged more than it does other graduates? The speaker thinks that it does. (Before explaining his thesis Mr. Hulnick points out that although he refers to IBM, due to his familiarity with that organization, this position is probably equally true in other large businesses and industries.) IBM is in every aspect a fair employment company. Policies are written and disseminated with adequate discussion on all levels of management, stating clearly the company's intent to employ solely on the basis of ability without regard to race, color, creed, national origin or environmental background. However, when these policies are disseminated to thousands of individual managers who must act upon them, the possibility of occasional individual bias always remains. If such bias exists, the individual manager has more opportunity to exercise his feelings in the less skilled jobs. However, severe remedial action is taken by IBM whenever discriminatory actions on the part of an individual are identified.

Reflect for a moment on the problem of detecting individual bias when ten students apply for one clerical or secretarial position. (A frequently experienced ratio). None are really well prepared, but those coming from a disadvantaged environment have obvious additional handicaps. Their conversation tends to be less articulate. Their dress may be different.

Mr. Hulnick hopes that none of his company's managers are biased, but realizes that a secretly prejudiced manager could find opportunities to express his bias. These opportunities would be sharply diminished, however, if the disadvantaged student (applicant) were to come to the interview prepared to compete equally with other applicants. So, help IBM and business everywhere to make it more difficult for the secretly prejudiced manager to act, and make it easier for the company to identify such a manager and take corrective action against him.

PROPOSED RULES

These are the rules you must persuade your students are inviolable. If you cannot impress them by yourself, call in as many business and industry representatives as it takes to get the point across. Mail 20 or 30 requests to both local and national companies. National offices will send staff from the branch nearest you.

They will reiterate these regulations:

- -- No mini-skirts, no gum chewing, no sport shirts and jeans, no fright-wigs!
- -- Expect an employment test as you expect the inevitable final exam; expect face-to-fact interviews; expect a request to comment articulately on interest and ambitions.

RECRUITING THE DISADVANTAGED

IBM actively recruits disadvantaged workers. Although its basic policy is to hire the best qualified candidate for a given position, concessions are frequently made especially in geographical areas where under-employment of the disadvantaged is a major problem. For example, in some locations where the normal minimum typing speed is 50 words per minute, a group of disadvantaged applicants who type 40 words per minute have become conditional employees. That is, they are hired with the understanding that they will attend a typing class for a designated period of time--while on full pay. If the applicant's skill rises to meet the company's standard, he or she is guaranteed a job.

In the past, in some locations IBM's experience has been that few disadvantaged applicants have applied for employment. IBM has attempted to change this by contacting the NAACP, Urban League and other appropriate groups in locations where it has offices, in order to acquaint them with IBM's employment policies and their desire to employ qualified minority group applicants.

PLACING THE DISADVANTAGED

Frederick Darsey, Consultant, Commerce and Industry Association of New York, Inc.
Joan Egan, Interviewer, New York State Employment Service
Brian Mahony, Mahony Employment Agency, New York
William Olsten, Olsten's Temporary Personnel, Inc., New York

FREDERICK DARSEY

Several seemingly contradictory facts have a bearing on the problems involved in placing the disadvantaged:

-- All the 3,500 top businesses in New York whom Mr. D'Arcy represents are experiencing serious manpower shortages because they cannot hire qualified personnel; 33% of the available positions are openings for entry-level white-collar workers.

-- Unemployment in disadvantaged areas is three times as high as the average rate; only 13% of the disadvantaged unemployed qualify for the white-collar openings.

-- 288 agencies and organizations within New York are applying effort and funds to the problems dealing with employment of youth.

Mr. D'Arcy recommends that present programs--riddled with duplication, insufficient dialogue with business, negligible results--should be replaced with long-range, cooperative planning between government, education, business, and labor. Speaking for business, he notes that business' attitude about employing the disadvantaged is improving daily, although always governed by necessary considerations of profit. Business has also lost its historical suspicion of government and would willingly cooperate and communicate with it toward solving employment problems.

The key to placing the disadvantaged is for the personnel officer to consider the applicant for his greatest strength, not his greatest weakness.

JOAN EGAN

New York State Employment Service, an outgrowth of Unemployment Insurance, is now heading into the area of human resource development with the air of closing the employability gap.

In group counseling sessions, the Service informs applicants about how to conduct the job search, realities of job responsibility and work attitudes, salary ranges and expectations, requisite basic education and clerical skills, and the relationship of the employee to a firm and business as a whole. Sometimes an applicant must be advised that he does not and/or cannot qualify for the office position that is so desirable and status-laden to him. (Miss Egan urged business teachers to teach the same material to all students, thoroughly and well.) If further training is indicated, the applicant may attend classes under the Manpower Development training program.

Working with employers, the Service tries to modify their requirements and criteria for accepting employees; lower the words-per-minute qualification for jobs that call for minimal typing, drop the high school diploma standard (especially since a general diploma in New York City sometimes attests more to patience than quality education), evaluate the job and discard unnecessary qualifications.

New York State Employment is experimenting with a program to involve businessmen with agency personnel in group discussions toward a better understanding of the contemporary business picture.

BRIAN MAHONY

Mr. Mahony, whose agencies' placements are 25% to 35% from among the disadvantaged, proudly admits that his interest in this group is largely monetary--they represent a large labor force for which he is paid to implement employment.

His practical approach is to transform the applicant as quickly as possible in as many ways as possible. He advises a business-like appearance (no sunglasses, gum chewing, or long hair). He coaches the applicant to fill out the application properly, to behave in an acceptable way during the interview, to work rapidly and skip the difficult questions on the employment test, to look interested throughout.

In considering whether this results in permanent placement, he pragmatically points out, "Be realistic and get the worker started; he will learn something at his first job no matter how briefly he holds it and do better the second time."

He recommends the traffic and transportation trades as fertile for hard-to-place men who want or need rapid promotion.

WILLIAM OLSTEN

Unless they are unusually skilled, beginners are not acceptable to the temporary agency whose employees must fit into their assignment immediately with an expertise that usually reflects considerable past experience.

Mr. Olsten admits that the short-term, multiple-assignment nature of his jobs is an ideal introduction to the business world for the disadvantaged beginner, but his obligation to his clients leads him to suggest that the purpose must be achieved through cooperative school programs. If this means extending the curriculum, then it should be done.

ENTERING THE WORLD OF WORK FROM AN EMPLOYEE'S VIEWPOINT

Miss Octavia Bennett, Columbia Broadcasting System
Mrs. Betty Colemen, UNIROYAL, Inc.
Miss Midas D'Ribeaux, J. C. Penney
Miss Gladys Lavayen, J. C. Penney
Mr. Henry Neal, International Business Machines
Miss Mirielle Price-Crepsac, J. C. Penney

INTRODUCTION

Our purpose is to learn about experiences and attitudes of employees as they enter the business world and since that time, in order to better gear ourselves to prepare our own students for successful employment.

PANELISTS

MISS OCTAVIA BENNETT, executive secretary to the Vice President and General Manager of CBS Records and a Certified Professional Secretary whose first job was civil service typist. Miss Bennett was educated in the New York City system in the academic program. Her typewriting, shorthand, and bookkeeping advanced three levels in three years (typist, stenographer, senior stenographer) in civil service before joining private business. Her progress at CBS has been relatively rapid, perhaps because she acts on her conviction that a competent employee should develop contacts with the executive members of her organization and let them know she is willing to work with them when the opportunity arises. She compares civil service and private industry as being about equal in political atmosphere and job production, but points out that private industry pays appreciably better. However, she recommended civil service to the non-assertive, timid individual because equal treatment and promotional opportunity is built into the system. She feels that private business has liberalized its discriminatory practices considerably since she first entered the job market ten years ago.

MRS. BETTY COLEMAN, secretary to the manager of the Import and Export Division of UNIROYAL, Inc. whose employment background includes a number of non-profit agencies, is a wife and mother of three. Trained at Central Commercial High school, New York City, Mrs. Coleman feels that early opportunities for impartial employment was best in the non-profit field. Her secretarial jobs were, successively, with hospital social service, Department of Welfare, World Council of Churches, a mental health organization, and the National Association for the Advancement of Colored People (NAACP). From her first position at UNIROYAL, INC. as a stenographer and receptionist, her poise and skill led to rapid promotion to her present upper-level job.

MISS MIDAS D'RIBEAUX, a Cuban-born merchandise detail clerk at J. C. Penney Company, where she has been employed since September, 1966, Miss D'Ribeaux migrated to the United States via Miami less than two years ago and was relocated here by the federal government. She speaks both Spanish and French, and her still-limited English was acquired in the English for Foreigners course concurrent with her high school education at Newtown High School, Queens. Her employer describes her as having made "fine progress."

MISS GLADYS LAVAYEN, a native of Guayaquil, Equador, with some training and experience in bookkeeping and clerical services before she came to this country about two years ago, is now a merchandise detail clerk B at J. C. Penney Company. Already somewhat more articulate than her colleagues, Miss Lavayen is pursuing studies at Jamaica High School and a nearby college to perfect her English. Her determination to upgrade her language skill is apparent from the statement that "the only way to learn English is to surround oneself with people who speak nothing else." She has progressed from a mail clerk to her present position since January, 1967.

HENRY NEAL, currently a department specialist in the payroll and commissions department, IBM, who once considered himself "not very well prepared for office work", is now making constant use of his company's in-service and evening technical courses. Mr. Neal's academic education was in Washington, D. C., his home town. He left because he believed that in that pre-Civil Rights era he had little chance to rise above his messenger job. With only one high school typewriting course he had difficulty finding employment here, but his diligence and ambition has won him rapid advancement after IBM hired him.

MISS MIRIELLE PRICE-CREPSAC, born in Haiti, West Indies, is now a full-time merchandise detail clerk B at J. C. Penney and a part-time college student with journalistic aspirations. Miss Price-Crepsac, who lived in Canada before coming here, has attended Girls' High School, Prospect High School, and New York University. She applied to J. C. Penney by accident, was hired on her first interview, and has advanced from mail clerk since March, 1967. Shy, Miss Price-Crepsac is also firm in her resolve to attend school full time as soon as she is financially able.

PANEL DISCUSSION

QUESTIONS AND ANSWERS ANSWERED COLLECTIVELY AND INDIVIDUALLY:

What are some of the things you failed to get in high school that you feel should be offered or introduced?

The foreign-born panelists felt that there were not enough skill subjects offered in their native high schools. Others said students should be exposed to a company or companies before going to work. Students should be given more comprehensive offerings. Cultural classes are good, but more concentrated skill courses should be offered to increase skills and better prepare students for work. Typing should be a requirement for all students. Teachers should have a better understanding of what is currently happening in business offices. One panelist felt that human relations cannot be taught, but must be handled on an individual basis. One panelist said he had too much academic education at the expense of vocational training, and another said just the opposite (an argument for the comprehensive high school).

Are you furthering your education?

Most were attending school or making plans to further their education.

Mrs. Lenore Coleman from the New York State Employment Service had some questions for the girls born outside the United States on how they got their jobs at J. C. Penney: How did you start looking for your first job in New York?

Miss Lavayen looked in the LONG ISLAND SUNDAY PRESS. Miss D'Ribeaux said a friend sent her to J. C. Penney. Miss Price-Crepsac created quite a stir when she said she happened to be outside the building and decided to go in and apply for a job. She had previously tried to get a job through her high school employment service.

Should summers be devoted to enrichment or recreation? What should schools do, if anything, in the summer in these areas?

It would be helpful to offer more courses in the summer for cultural background as well as some of the skill courses. Cooperative education summer courses would be helpful in improving the chance for employment among the disadvantaged.

How did you learn English?

Crepsac: Learned primarily from experience, conversation with people.

Lavayen: Took English in Ecuador High School, but learned from experience in this country primarily in the past 1 1/2 years.

D'Ribeaus: Took English in a local New York City high school and learned from her experience talking with others.

Give us your recommendations about how English ought to be taught.

Most said it was not too difficult for them to learn. The best way to learn is to practice. It was easier to learn orally than by reading. Talking with people is better for memory, but the writing and reading of the language also helps with proper usage. Typewriting is valuable for learning the language and spelling.

Would your employment be easier if you had subjects which were taught with texts containing interlineal translations--English, French, and Spanish?

Miss D'Ribeaux and Miss Price-Crepsac thought that a person might read only his native language, and this would not help him to learn to read and to understand English terms unless the teacher controlled the situation. They feel that English should always be stressed more than the native language of the student.

Miss Bennett was asked how she feels about the time she spent as a civil-service employee for the city.

She replied that she felt nothing was wrong with starting as a civil-service employee except that it doesn't pay as well as private industry. One gets the same kind of work experience and works just as hard. The only great difference is money. It is easy to get a job in civil service because you don't need experience for entry.

Should minority group graduates strive for entry into government positions or entry into the business world with private industry?

Miss Bennett thinks it depends on the type of person seeking a job. If a girl is timid, she should start out with civil service. If a person has initiative and stick-to-it ability, she should try to get a job in private industry.

Miss Bennett continued by saying private industry does not have the same amount of respect for civil-service experience as for experience in private industry. This is why some may not leave civil service--there will be a big cut in pay.

Mrs. Coleman commented that the non-profit field offers opportunity much the same as civil service and is more honored by private business.

Henry Neal related that his first job at IBM was entering new employees on the payroll. He had access to their personnel files and saw that many minority group employees came from civil service jobs.

Has there been a change in attitude by employers toward minority group workers from the time she first started to work?

Mrs. Coleman responded that there has been a change but that it is still difficult at times to get the right job. Others felt the change was more definite, particularly since the civil rights movement. Mr. Neal said he had applied for many jobs but was turned down because of the attitudes prevalent at the time of application, but he also readily admitted that he was not then very well qualified for office work.

IMPROVEMENT OF INSTRUCTION

Mrs. Harriet Resch
Mrs. Diane Weiner
Andrew Jackson High School
New York City

One creative approach to teaching job perceptions was illustrated by Mrs. Harriet Resch and Mrs. Diane Weiner, two of a three-member committee which originated the presentation during the 1966 Hunter College "Improvement of Instruction" in Business Education course.

Using home movie, photography, and tape recording equipment, the group created a two-screen, double projector, sound-over-film tape and script narration, 20-minute production starring students at Andrew Jackson High School where Mrs. Resch teaches.

The purpose of the film was to instruct students in job interview techniques in such a way that the lesson was unforgettable. To achieve this aim, the committee developed a "right-way, wrong-way" scenario featuring Linda and a personnel interviewer. The combination of horrible example and successful interview answered these questions:

What time should an applicant arrive for the interview?
What is the proper attire?
Is gum chewing ever acceptable?
What information will be required to complete the application form?
What kinds of questions appear on an employment test, and how should one prepare for a performance test?
Should the applicant be seated before being asked?
Where does one place coat or purse during the interview?
How does one prepare to answer questions asked by the interviewer?
What questions should the interviewee ask and when?
What does the applicant do at the conclusion of the interview?

Answers were reinforced by slides which summarized these rules: be early, dress properly, wear a suit or dress, be neat and clean, don't chew gum, have application blank information handy, know the addresses of all references, bring your Social Security Card, and work permits if you are under 18, know your skills and speeds, wait to be offered a seat, keep your personal belongings on your lap, make a friendly departure--smile and shake hands at the end of the interview.

Nearly three months and $28 went into producing the final film; an additional $50 expense was incurred converting 8mm to 16mm for more flexible showings. The most difficult problem facing the producers was synchronizing music with film, taping and editing student discussion recorded during actual classroom discussions.

EVALUATION

The committee evaluated the success of the group effort by determining what precepts and knowledge students had prior to the film showing, then distributing a questionnaire to students after completing the unit. Printed lists of summary points were used to compare with answers. These became permanent reference material for the students to reexamine when they sought employment.

LETS TIP THE SCALES

Richard G. Shaffer
Department Head
Pacific High School, San Leandro, California

An iceberg is usually less than one quarter above the surface of the water and its real danger is in the three quarters that is beneath the surface. Similarly there is a side of life that is revealed for all to see, greatest emotional hazard is hidden from view. We who teach the disadvantaged students must deal with these sub-surface emotions before we can hope to accomplish with out students what other teachers get from theirs without this extra effort.

THESE APPROACHES ARE NECESSARY:

- We must put WARMTH into our teaching methods.
- We must present extremely PRACTICAL ideas.
- We must be CREATIVE.
- We must be dedicated to the concept of BRINGING OUT THE BEST in every student.

BECAUSE THESE ARE TRUTHS:

- Outside of his parents, a student's most impressionable major contact is her teacher.
- Teachers are "second-hand" parents with "first-hand" knowledge and experience.

LIGHT THE SPARK

The teacher must create a spark in his students. He must work through the layers of apathy, moral corrosion, disinterest, and hostility. Like any good mechanic, he must first take time to find out where the trouble is: analyze, question, and probe. But since teachers are dealing with human beings and not machines, they must do this gently, skillfully, with all sincerity, and with genuine interest.

UNDERSTAND THEIR LANGUAGE

A teacher cannot truly understand until he has learned to speak the student's language. It can be learned and must be. As soon as a teacher can really communicate with students he learns that being raised in an atmosphere of complete mistrust, low moral standards, cynicism, and hopelessness develops an extremely sensitive person.

LEVEL WITH THEM

Students can detect the smallest amount of insincerity, untruthfulness, and lack of knowledge. They will constantly "test" for validity. So, the teacher must be completely honest with them at all times, even to telling them we don't like them the way they are and why. They want us to be honest, so we can't tell them life is easy, and that everything will turn out well. They know better.

LET THEM BE IMPORTANT

Imagine that every person has the motto "I want to be important" on a sign around his neck. How would you respond? How would you go about making these "unimportant" students feel important enough to think they stand a chance of bettering themselves? How could you convince them it is worth it?

IT'S NOT SO COMPLICATED:

- You make people feel important when you show that you are genuinely interested in them.
- You make people feel important when you try to understand them--their hopes, their motives, their failures.
- You make people feel important when you show empathy for their plight. The word is EMPATHY, not PITY!
- You make people feel important when you show that you care what happens to them.
- You make people feel more important when you offer them a "hand-up" rather than a "hand-out."
- You make a person feel important when someone, especially someone they can admire, finds something worthwhile in him.

The typical initial reaction to this show of interest on your part will probably be, "What's the use? Who cares what I amount to?" The answer to that is a direct, firm: "I care! I will continue to care!"

FIND SUCCESS MODELS

If you have convinced your students of your own sincerity about their worth, then they will want proof that others like themselves have succeeded. They want facts,and they want them at their own level.

Then the teacher must find examples of people who have made it, not those spectacular "one-in-a-million" types, but the guy next door who dug his way out of the box he was in ·

and made it to the next level. Let the "guiding stars" shine from their own neighborhood.

APPLY RULES

No one likes discipline and rules. It is especially resented when it is administered unfairly. But the classroom and life imposes rules upon everyone so once a rule is made the teacher must lean over backward to apply it to everyone equally, with no exceptions. If you bend a rule for one, it becomes useless to all.

LET THEM KNOW THAT THINGS ARE CHANGING

The message "things are changing" is being spread across TV screens and newspaper headlines every day, bringing hope to our minorities.

Teachers can add to that message "Will you be ready?" We can gear the thinking towards "What is coming?" instead of "What has been?" We can provide a base for optimism and start some positive thinking among these youngsters. We can open their minds to the thought of training now for the tomorrow which will accept them and value them for the skills they have acquired.

ASK THEM "WHO'S STOPPING YOU?"

After lighting the spark and starting the motivation, the teacher must bring home the lesson. Ask them "who's stopping you?" The answer is on the mirror. But how? Why? According to Dr. Smiley Blanton, there are seven common personality defects which stop people:

- Lack of self-appreciation
- Over-sensitivity
- Inability to manage people
- Lack of self-discipline
- Lack of realistic self-examination
- Lack of courage

Like good characteristics, there limitations are not born in a person but are acquired. The encouraging thing is that it's never too late to change. There is a saying that "What you think of yourself is much more important than what others think of you." It's a good basic motto for your class.

USE GIMMICKS AND NEW TECHNIQUES

Some of the techniques which Mr. Shaffer has developed and used successfully in his classrooms were illustrated on slides.

- Typing keyboard--keys light on wall unit as instructor presses keys on mobile keyboard.
- Office machines keyboard--10-key adding machine keyboard is wired as the typing unit above.
- Time clock--actual punch-in clock in classroom encourages punctuality.
- Cubicles--office partitions divided room into working areas.
- Mirrors--helped each student develop a sense of identity.
- Office style teaching--arrangement gave a sense of working in a functional setting.

TEACHING UNITS

CHARACTERISTICS OF THE DISADVANTAGED

The first requisite for effective teaching is an understanding of the student. Teachers should recognize that disadvantaged students have many positive characteristics. The perceptive teacher will recognize these and will capitalize on them in his teaching.

However, other characteristics of disadvantaged students inhibit their progress in school. Some of these characteristics and methods of working with disadvantaged students to meet their special needs are described below:

CHARACTERISTICS	METHOD
They are afraid when they enter the school environment which differs so much from their home background.	Do everything possible to eliminate fear. Be sympathetic; give praise when possible; encourage every learner.
They lack self-confidence.	Give recognition. Provide for success by establishing attainable goals. Give learners increased responsibility as they demonstrate that they can assume it.
They become bored easily and have short spans of attention.	Vary both assignments and teaching methodology often. Strive to involve students in planning and executing assignments. Demonstrate often; use audiovisual aids of all kinds; use simple language; make each step clear and logical; repeat frequently.
They cannot understand the relationship of school to long-range goals.	Establish definite and intermediate goals that are clearly understood and satisfy present needs.
They have work habits that may impede their employment and promotion.	Develop good work habits. Stress punctuality; insist on a regular time for study; and develop routines for performing assignments. Have students write down all instructions. Keep written assignments short and specific.

They have poor communication skills.	Provide materials integrated with business subject matter that improve listening, speaking, and writing skills throughout the entire program. Stress vocabulary building, spelling, and word endings constantly. Familiarize yourself with special communication techniques, such as those used at Howard University. Cooperate with other departments in improving communication skills.
They are often poor readers.	Teach students how to read and follow instructions. Provide many materials about how business is conducted. Utilize recently developed materials for teaching reading to adults, especially those about business vocations. Provide magazines attractive to teenagers and newspapers that they can clip for their notebooks or files.
They have personal habits and standards that may not be acceptable in business.	Provide activities that identify business standards. Help students make self-analyses that identify their training needs.
	Read orally or play tape recordings of instructions and subject matter that can be heard as the student follows printed copy; continue as long as necessary.
They may have personality defects that affect employability.	Provide opportunities for group interaction and self-expression. Give group and personal counseling.

TO THE TEACHER . . .

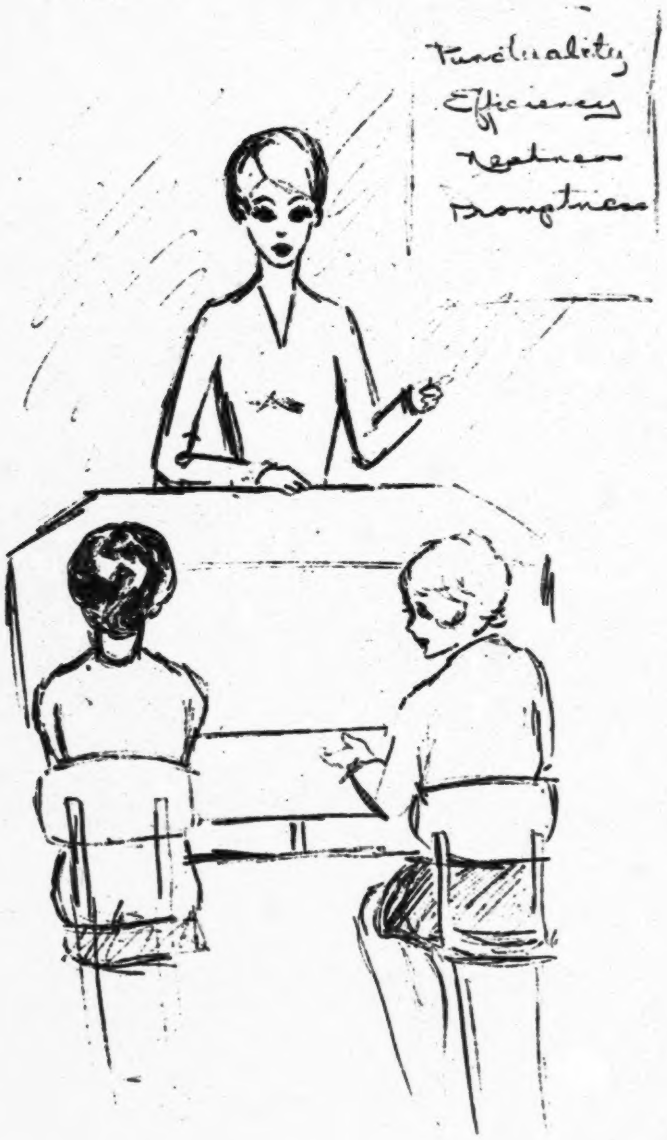
The participants of the Hunter College Workshop developed the teaching units in this section especially for business and office education teachers of disadvantaged youth. The units do not contain methods of teaching business and office occupation skills--rather, they contain methods that can help you guide disadvantaged youth toward a more realistic perception of office work.

A few of the activities described in these units can be accomplished in one class period. Others, however, will require several days, a week, a month, or even an entire term to plan and implement. It is recommended, therefore, that you study these units at the beginning of each term, select those units which most appropriately meet the needs of your students, and then develop a tentative plan for incorporating the selected units into your classroom activities.

Several evaluation forms accompany each BOOST manual. You are asked to help improve the units in subsequent BOOST publications by sending to The Center your evaluation of each unit you use.

Undoubtedly, you have developed other effective teaching methods and materials for use with disadvantaged students. Please share your ideas so that they, in turn, can be shared with other business and office education teachers throughout the country.

UNDERSTANDING YOURSELF


Punctuality
Efficiency
Neatness
Promptness

"What do you think you can do about yourself that would cause them to rate you higher?"

Sketch by Cassandra Smith, high school student in the demonstration class, Hunter College Workshop

USING AN EVALUATION SHEET TO CHANGE PERCEPTIONS ABOUT WORK HABITS AND INTERESTS

DESCRIPTION

Every student is evaluated by four persons: himself, the teacher, a parent, and a friend.

PURPOSE

This activity is intended to help students "See themselves as others see them" and thus obtain a realistic basis for changing their perceptions about themselves and for setting achievable personal goals.

PROCEDURES

1. Pre-planning. Develop and duplicate a Work Habits Rating Form similar to the one illustrated on page 87.
2. Activity. Using the rating scale, the teacher:
    a. Evaluates each member of the class.
    b. Has each student make a self-evaluation, and assigns each student to have one of his parents evaluate him.
    c. Has the student obtain an evaluation of himself from one of his friends or classmates.
    d. Has the students summarize the items on which they and their evaluators disagree. A sample Work Habits Rating Form is shown on page 87.

FOLLOW-UP

1. The teacher should discuss with the student the differences, if any, between the student's self-evaluation and that of the other raters. For perceptions on which there is wide disagreement, the teacher might ask the following questions:
    a. Do you think there is a possibility that the other raters may be correct in their ratings?
    b. Why do you think they rated you differently?
    c. What do you think you can do about yourself

that would cause them to rate you higher (assuming that their ratings were lower than yours)?

d. Do you want suggestions from me?

2. Gross differences may call for a conference between the teacher and counselors, parents, or other teachers to find ways of helping the student.

SAMPLE
WORK HABITS RATING FORM

NAME OF STUDENT ________________

Directions: This evaluation sheet is to be completed by someone who knows the student's work and attitudes. Place a check mark along that part of the scale which most nearly applies to his qualifications.

1. Quality of Work	Is inaccurate and careless / / / / / / /	Does good work / / / / / / /	Is very accurate and thorough / / / / / / /
2. Quantity of Work	Has output very low / / / / /	Does required work / / / / / /	Does more than required / / / / / /
3. Amount of Supervision Required	Must be continually supervised / / / / / / /	Requires only normal supervision / / / / / / /	Needs little or no supervision / / / / / / /
4. Attitude toward Work . .	Is not always interested / / / / / / /	Likes work / / / / / / /	Is enthusiastic / / / / / /
5. Cooperation with Others .	Is timid or selfish, not a good team worker / / / / / /	Is a good team worker / / / / / /	Goes out of way to help; splendid team worker / / / / / /
6. Acceptance of criticism or suggestions	Is averse to criticism and suggestions / / / / / /	Is open-minded / / / / / /	Willingly accepts and utilizes suggestions / / / / / /
7. Attendance--time away from school	Is often tardy or absent / / / / / /	Is usually regular and prompt / / / / / /	Is always regular and prompt / / / / / /

8. Based on your observation of student, for what type of work do you think he is best suited?
9. What are this student's strong points?
10. What are this student's weak points? Have you any suggestions for correction of these weak points:
11. What is your overall impression of this student?
12. What additional high school or supplementary training would be helpful? Explain

----
Signature of Evaluator

Date

SAMPLE
STUDENT SUMMARY FORM

1. A list of items on which the evaluator and I are in considerable agreement:

    a.

    b.

    c.

    d.

2. A list of items on which the evaluators and I are in considerable disagreement:

    a.

    b.

    c.

    d.

BROADENING PERSONAL INTERESTS THROUGH A PERSONAL FILE

DESCRIPTION

The student classifies and files his personal papers and "treasures" in a bellows file, leaving space for expanding interests and additional materials.

PURPOSE

Hopefully, this activity will acquaint students with techniques for organizing one's personal affairs so that he can later organize paperwork in an office. Its more basic goal, however, is to pinpoint for each student his special interests or talents, to allow the student to compare his interests with those of his classmates, and to modify and expand his special interests through teacher reinforcement. The captions are used creatively by the teacher as key words which together make up a profile of the student's interests and aspirations. The file, then, is a vehicle, rather than a purpose in itself, for modifying student perceptions toward himself and his future.

PROCEDURES

1. Pre-planning

   a. The teacher obtains a small bellows file which has several compartments.

   b. The teacher compiles a tentative list of subjects which might comprise captions of a student's personal subject file. Examples: Celebrity information, receipts and purchases, grooming, phonograph record, price lists, souvenirs, plans for the future.

   c. The teacher gathers a number of applicable materials: letters, receipts, price tags, photographs, ticket stubs, party decorations, religious pamphlets, magazine articles, etc.

   d. The teacher obtains for each student (or has obtain) a small bellows file similar to the one used by the teacher.

2. Student Orientation

   The teacher:

   a. Shows his file to students and demonstrates how materials can be stored within.

b. Asks students to think of personal items which they might like to retain in a file. Lists responses on left side of chalk board.

c. Shows students the disorganized group of miscellaneous materials he has collected and demonstrates the difficulty of locating a specific item. He then leafs through entire stack of materials, describing each.

d. Has students suggest captions that might be used to classify the papers. Lists on right side of chalk board.

e. With verbal help from students, the teacher sorts the papers into one pile for each of the listed captions.

f. Demonstrates how one caption for each compartment is marked on the divisions of the file.

g. Demonstrates how papers are placed within the file.

h. Demonstrates ease in locating a specific item and asks class to name other advantages. (Example: papers are not as likely to become crumpled or mislaid, "a place for everything," etc.)

i. The class helps one student list the steps in setting up a personal file. The teacher acts as a consultant only. A sample of the steps that might be listed is shown on page 91.

3. Activity

a. Students survey their personal papers and interests at home and return to class with "Selecting Captions for My Personal File" report form completed.

b. The information class members have listed on the captions report form is discussed in class. The teacher writes on the chalk board any captions which were not suggested the first day and any unusual subjects which reveal special interests of students.

c. Students complete or revise Item 8 of the captions report form (possible new interests they would like to add).

d. Teacher and students discuss the desirability of expanding their interests, and the teacher demonstrates how new captions can be added.

e. The teacher suggests that students bring their completed files to class. They may tape or staple together confidential compartments, which the class will respect.

f. The teacher arranges for a lower-grade class to visit the display of "personal-personality files" if the class feels that this is desirable.

FOLLOW-UP

As new captions are added during the year, the category and student's name are entered on a "Growth and Development" poster.

SAMPLE

"STEPS IN SETTING UP A PERSONAL FILE"

1. Gather materials to be filed.
2. Divide materials into categories.
3. Decide upon file captions and affix to file, allowing space for new categories.
4. File the materials.

SAMPLE REPORT FORM

"SELECTING CAPTIONS FOR MY PERSONAL FILE"

1. The captions on my personal file

a. (letters)
b. (test papers)
c. (souvenirs)
d.
e.
f.
g.
h.
i.
j.
k.
l.
m.
n.
o.

2. The caption which is most important to me

____

3. Why the above caption is most important to me

____

____

4. The caption which is second most important to me

____

5. Why the above caption is important to me

____

____

6. The caption which is third most important to me

____

7. Why the above caption is important to me

____

____

8. Captions which I would like to add to my subject file

a. (Travel brochures)
b. (Magazine stories)
c. ______________
d. ______________
e. ______________
f. ______________

SELF-ANALYSIS OF LEISURE TIME

DESCRIPTION

The student keeps an hour-by-hour record of how he spends his time during a selected weekend.

PURPOSE

The student learns to know himself better as he compares his use of leisure time with that of his classmates. Hopefully, the student will become conscious of the wise use of leisure time as well as time usage in general which will carry over into his business career.

PROCEDURES

1. Pre-planning
   a. The teacher keeps a record on the Weekend Report Form of how he utilized his time last weekend.
   b. The teacher prepares duplicated copies of the report form.
2. Student Orientation. The teacher tells students that he kept a record of how he spent his time last weekend, and that the students might be surprised at the results of doing this themselves. He should emphasize that the 3640 weekends in the average lifetime represents a valuable personal resource.
3. Activity
   a. The teacher hands out the Weekend Activity Report Forms and explains to students how to record their activities during the next weekend on the form:

      --Record activities as they are in progress, if possible. For example, if attending a three-hour ball game, record this at the end of the game.

      --Be specific. For example, do not write "at home." Rather, say "watched television" or "mealtime."

      --Do not be over-technical. Report "read book," not "read XX pages of XX (title) book."

   b. On Monday, when students return with the reports, the teacher lists major categories on the board.

watched TV

saw movie

studied

read book

ate

shopped

talked to friends

slept

miscellaneous

c. Students tally their own time by category.

d. Students compare notes on their completed reports during a class discussion.

e. Each student develops an idealized weekend schedule for himself, incorporating changes he feels are desirable as a result of what he learned about himself.

FOLLOW-UP

1. The teacher points out the relationship between wise use of time and success on the job and makes a transition to a lesson on how an office worker schedules his time.

2. This plan may be adapted to be used for one weekday, one week, or one holiday.

SAMPLE

WEEKEND ACTIVITY REPORT FORM

Day and Time	Activities
Friday p.m.	
3-4	
4-5	
5-6	
6-7	
7-8	
8-9	
9-10	
10	
11	
After 12	
Saturday a.m.	
Before 7	
7-8	
8-9	

Day and Time	Activities
9-10	
10-11	
11-12	
Saturday p.m.	
12-1	
1-2	
2-3	
3-4	
4-5	
5-6	
6-7	
7-8	
8-9	
9-10	
10	
11	
After 12	

Day and Time	Activities
Sunday a.m.	
Before 7	
7-8	
8-9	
9-10	
10-11	
11-12	
12-1	
1-2	
2-3	
3-4	
4-5	
5-6	
6-7	
7-8	
8-9	
9-10	
10	

Day and Time	Activities
11	
After 12	

STUDENTS MODIFY SELF-IMAGE BY TEACHING

DESCRIPTION

A student who is showing general disinterest in his courses is given the role of tutor or mentor to someone less capable than himself. The student's pupil may be a newly enrolled classmate, an absentee, a slow learner from another class, or an elementary school child.

PURPOSE

The experience of acting in a position of authority may enhance the student's self-image, renew his interest in his own school activities, and lead him to study subjects in which he is weak in order to keep ahead of his pupil.

PROCEDURES

1. Pre-planning
    a. Build confidence in the potential tutor by praising him for whatever capabilities he has (i.e., "Jeff always writes evenly and on the lines." "Susan understands the rules of our school very well and always respects them.")
    b. Select a "pupil" whom the student-tutor is likely to find eager and able to learn.
2. Student Orientation
    a. The teacher consults with the student-tutor to develop a teaching plan, worksheets, and estimated schedule. Provide him with textbooks and supplies.
    b. The teacher excuses him from class and assignments while he is teaching.
3. Activity
    a. The student-tutor establishes rapport with his pupil.
    b. The student-tutor teaches the lesson.
    c. The student-tutor reports to his teacher about the progress and problems of the lesson; together they discuss the learner's response and advancement and grade his written assignments.

d. The process is repeated as many times as the teacher thinks advisable.

e. The teacher explains to the class the tutor's absence and commends him when he returns to his regular course work.

FOLLOW-UP

The student-tutor may wish to check on his pupil from time to time. The teacher encourages this involvement unless there is some reason why further contact would be damaging.

EXAMINING TYPES OF DISCRIMINATION

DESCRIPTION

Students respond to and discuss episodes involving types of discrimination.

PURPOSE

The student should expand his understanding of the terms discrimination and prejudice and learn to differentiate between problems of discrimination based on race and ethnic background and those based on job qualifications.

PROCEDURES

1. Pre-planning. Prepare copies of the episodes for distribution to members of the class.
2. Activity. Give copies of the episodes to class members, and ask students to write the response which would complete each episode.

SAMPLE EPISODES

EPISODE 1. Joe and Pam are walking through the park on a Sunday afternoon.

Pam: I feel bad about Joyce.

Joe: What happened to her?

Pam: Oh, she went for a job last week as a clerk-typist at Krebs. They had almost promised her a job over the phone, and then when she went for the interview, they turned her down without even giving her a test. I know it was because she is a Negro. Ginny got a similar job there, after barely passing an employment test, and she doesn't have nearly as much ability or personality as Joyce.

Joe: Pam, it shouldn't come as a surprise to you that some people are prejudiced. People hide behind all kinds of excuses for not hiring Negroes.

Pam: Well, Joyce is the type that won't give up. She's a hard worker and one of the best students in her shorthand class. She'll try again and get an even better job.

Joe: I think............(Students write Joe's answer)

EPISODE 2. Pam: Say, there's Bill.

Joe: I want to see him. He said he was going to get a job. (Loudly) Hey, Bill.

Bill: Hi.

Pam: Tell us about your job.

Bill: (Angrily) I didn't get a job. That guy wouldn't hire nobody like me. He wants to keep us in our place.

Joe: Aw, come off it, Bill. Maybe he thought you should have had more experience. You know bookkeeping isn't accounting, and besides you've had only one year.

Bill: Yeah, but I know I can do this job.

Joe: Maybe you should've told him you had experience.

Bill: Naw, if I can't get it on my own, I don't want it. We Negroes just have to have twice as much as anybody else. None of us ever gets any credit.

Joe: ....(Students write Joe's answer)

EPISODE 3. Pam: There's Joyce waiting for the eight o'clock. Should we stop and take her along?

Helen: I won't sit beside a Negro on the bus, let alone ride with them in a car.

Pam: Joyce asked me last week if she could ride with us, but I told her I don't always come this way in the morning because I didn't know if it was all right with you.

Helen: I heard her asking the office manager last week if she could share a locker with someone. What are you going to say if she asks to share your locker?

Pam: ....(Students write Pam's answer)

FOLLOW-UP

The teacher presents the following questions for students to think about and discuss:

1. What is prejudice? Why is it undesirable? When is it desirable?
2. Can you give additional examples of undesirable prejudice illustrated in our episodes?
3. What type of distinction did Joyce's interviewer make?
4. What type of distinction did Bill's interviewer make?
5. Is job discrimination based on race decreasing? Why?
6. Do you agree with Bill's statement that "none of us ever gets any credit?" Give examples to support your answer.

RELATED ACTIVITIES

1. Prepare a report on a successful member of a minority group.
2. Bring in current newspaper items related to racial problems. Discuss.
3. Write your impression of what Mexican-American office workers might eat for lunch (or other minority groups not represented in the classroom). Teacher and students discuss the error of stereotyping racial and ethnic groups.
4. Write your impression of what Puerto Rican office workers might wear to work.
5. The teacher looks for early statements of discrimination against women, substituting for the word "women" wherever it appears. Ask the students if they can determine who is the target of the discrimination. Emphasize that this form of discrimination was decreased when employers found that women are qualified to perform work.

AN INTERVIEW WITH AN EMPLOYMENT "DROPOUT"

DESCRIPTION

Students interview an unemployed person to learn how and why he has become an economic dropout, and how people with problems can receive assistance.

PURPOSE

Depending on the needs of the class, the teacher can structure this interview to illustrate the negative effects of incomplete, inadequate, or unapplied high school training, apathy, crime, liquor, or drugs. Students will also become aware that rehabilitation, though possible, is more difficult than avoiding mistakes in the first place.

PROCEDURES

1. Pre-planning

   a. The teacher contacts agencies and organizations for guidance:

      --To locate "job hoppers" and the chronically unemployed: State Employment offices and retraining centers.

      --To locate problem drinkers: Alcoholics Anonymous and Al-a-Teen.

      --To locate drug addicts: The Narcotics Division of the U. S. Treasury Department and Young (youthful drug addicts who have been rehabilitated).

      --For general help: local police department headquarters.

   b. The teacher gathers literature from the agencies for distribution to students.

   c. The teacher confers with the interviewee (and probably a member of his "sponsoring organization") about the purpose of the lesson, the kind and age/sophistication level of the members of the class, and the degree of sensitivity of the individual so that interview questions can be formulated.

   d. The teacher determines whether the lesson would be more effective as:

      --A speech by the guest;

- --A teacher-guest interview;
- --A class-teacher-guest interview;
- --One of the above followed by a speech-interview by a member of the sponsoring agency;
- --A panel discussion with several similar guests or several with different problems;
- --A field trip to the agency or organization, jail, hospital alcoholic or narcotic ward, or local "skid row";

and whether the interviewee should be one who has been rehabilitated or one who is still struggling with his problem.

2. Student Orientation

   a. Through class discussion, the teacher determines the attitudes of students:

      - --Their meaning of "failure;"
      - --Their theoretical and personal acquaintance with the social problem to be examined in the upcoming lesson;
      - --Their interest in and ability to verbalize on the subject;

   b. If it appears that such a lesson would be appropriate, the teacher proposes the project and discusses with the class:

      - --The sociological background of the problem (if interest is high, students may research additional information);
      - --The history of the guest interviewee;
      - --The structure of the interview (if it is to be teacher-guest only, the teacher asks for questions supplementary to the ones he has already compiled);
      - --Courtesies and special wording of questions appropriate under the unusual circumstances.

   c. The teacher invites a guidance counselor to attend the interview. The guidance counselor may be helpful in follow-up of student reactions to the interview and will also help assess whether this activity should be repeated with another interview.

3. Activity

   a. The interviewee is introduced to the class.

   b. The interview covers:

      --His experiences, including his description of a typical day when he was at the depth of his problem.

      --Help he has received from family, agencies, and organizations.

      --His prognosis for his own future.

      --His advice to students.

   c. Students take notes and ask questions, if that is the form of interview previously agreed upon.

FOLLOW-UP

1. Students discuss both the information they gained from the interviewee and their feelings about the experience at the next class session.

2. Students develop hypothetical case histories of their interviewee as he is and as he might have been "if."

3. The interviewee and sponsoring organization personnel are sent a letter of appreciation by the class.

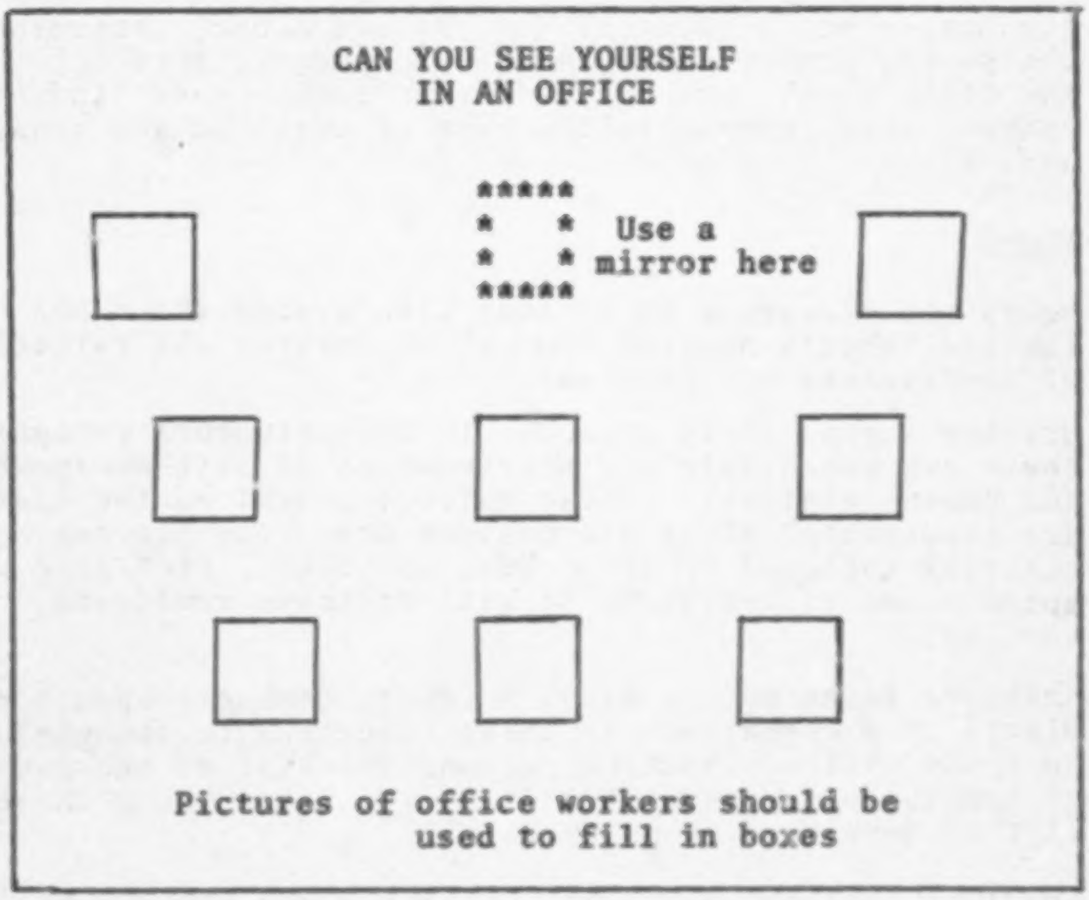
4. If the teacher and the guidance counselor feel it is advisable to repeat this activity, the teacher devises a second interview with an individual who has a different problem.

ADDITIONAL SUGGESTIONS

GROOMING

1. Place a full-length mirror in the classroom so that students can check grooming, dress, and posture.

2. Affix a mirror to a bulletin board arrangement:



Pictures of office workers should be used to fill in boxes

3. Cooperate with the cosmetology or home economics department to teach grooming for the office. These resource people are often available for classroom demonstrations: stewardesses, models, charm school representatives, fashion magazine personnel.

4. Photograph demonstrations, field trips, and activities with a camera which produces immediate prints as an aid to on-the-spot reinforcement.

MONEY MANAGEMENT

5. Calculate a rough budget for entry-level workers in your community and have students locate living quarters which such an employee could afford. Students investigate monthly rental, deposit, cost of utilities, cost of furnishings, and redecoration, special fees, and cost of transportation to the business section of the city. The study should also include leases, responsibilities to the tenant, and housing regulations peculiar to the local community.

6. Propose a hypothetical transportation budget and have students visit a used car lot, select a car, determine the price, down payment, monthly payments, interest and other costs, and true interest rate. Have students compare this expense to the cost of using public transportation.

ATTITUDES

7. Equip the classroom or hallway with a suggestion box labeled "What's Bugging You" which invites all varieties of confidences and problems.

8. Develop script-style episodes to help students recognize their own potentials and shortcomings in self-management and human relations. These episodes might be the basis for traditional class discussions or a role-playing activity followed by group buzz sessions. Pretaping an episode and illustrating it with cartoons would add variety.

   Whatever technique is used, however, emphasis should be placed on a comparison of first reactions to thoughtful analysis of the situation. A partial list of the range of topics for episodes follows. The first topic in this list is developed on pages 113-114.

   READING, WRITING, AND MOONLIGHTING -- Joe has a conflict between his part-time job and the demands of school.

   WHY BE TOP DOG? -- Joe and Pam discuss the value of striving for good marks.

   I'VE GOT MY RIGHTS -- Pam and Joe discuss the importance of recognizing the importance of law and order.

   WHY CAN'T I SMOKE IN SCHOOL? -- Pam discusses the smoking habit with Joe.

   DO AS I SAY, NOT AS I DO -- Pam asks the question, "Are Teachers Human?"

   SHALL I TAKE A DRINK? -- Joe asks himself why he shouldn't drink with his friends.

HOW FAR SHALL I GO IN OFFICE FLIRTING? -- Pam's friend has a problem with her boy friend.

SHALL I BUY A CAR? -- Joe and a friend investigate the social and economic problems of buying a car.

ESCAPE INTO MARRIAGE -- Pam's friend finds that marriage is not a successful solution for resolving school's problems.

WHY WORK? -- This episode illustrates the destructiveness of an attitude that shuns gainful employment.

IT'S NOT MY FAULT BECAUSE . . . -- Pam's friend is one who always blames someone or something for her difficulties.

FIX OR TRIP -- Dope addiction poses problems for Joe and his friends.

WHOM DO I TURN TO? -- Pam's friend finds someone with whom she can discuss her problems.

SHALL I TELL THE TRUTH ON THE APPLICATION? -- Joe's friend does not know whether to report that he had been fired before.

CHICKEN ON WHEELS -- Joe and Pam disagree on the antics of the showoff driver.

FOLLOW THE LEADER -- Joe battles with peer-group pressure.

I CAN'T GET ALONG WITH MY BOSS -- Joe's friend talks about the personality factors that contribute to conflict with superiors.

WHY CAN'T I GET ALONG WITH MY FELLOW WORKERS? -- Pam's friend chats with her about office behavior that tend to antagonize colleagues.

SHALL I TELL A LIE FOR MY BOSS? -- Pam's boss has asked her to inform callers that he is out of the office.

HOW TO SUCCEED BY TRYING -- Pam and Joe discover some of the values of striving for promotion on the job.

THE JOB HOPPER -- Joe and Pam discover some of the factors which drive people to move from job to job.

WHAT DO I OWE TO MY JOB? -- Joe has a conflict between the demands of the job and his personal responsibilities.

WHAT SHALL I DO WITH MY SPARE TIME? -- Pam and Joe consider the challenge of leisure time.

WHEN DOES THE BELL RING? -- Joe finds that learning and schooling never end.

CLOSING THE GENERATION GAP -- Joe and Pam Learn that their parents aren't as old fashioned as they sound.

SAMPLE EPISODE

OBJECTIVES

1. To enhance perceptions of human interrelatedness.
2. To explore the effects a part-time job may have on school progress.
3. To establish an appreciation of the need for completing an education.
4. To introduce an understanding of the role of the guidance counselor.

READING, WRITING, AND MOONLIGHTING

This morning Joe and Pam are walking to school together.

Pam: You seem to be lost. A penny for your thoughts, Joe.

Joe: With my low grades, I may fail English and History, and I'd have to go to summer school. We really need the money I could earn this summer.

Pam: I don't understand why your grades are so low. I've been helping you with your studies, and they're not too hard.

Joe: I suppose not. But I've been working six hours a day at the gas station, and I don't knock off until 11. Then I'm too tired to be bothered with any books, and I usually fall asleep watching TV.

Pam: Why can't you do your homework in the morning, before school?

Joe: I don't hear the alarm in the morning, and I oversleep. I've missed a lot of work in the Recordkeeping class. Jonesy said that if I'm late again, the office will make my old man come to school.

Pam: But why are your grades so low in your other subjects?

Joe: I guess I'm too tired to pay attention, and I almost fall asleep. Besides, I get bored. I can't find much use for that History and English stuff they give us, anyway.

Pam: I don't suppose then that you'll be able to go to the game with me on Friday.

Joe: No. I'm not interested in that kid stuff. Besides, I have to go to work earlier Friday. The more money I make, the more I can help out at home and get some sharp clothes, and maybe even that '56 Chevy I want.

Pam: Joe, what's happened to your school spirit? You're not interested any longer in athletics, and you quit FBLA, and you quit the stage crew too. I don't like to go to games alone. Do you really need a car? Can't you work shorter hours?

Joe: (Angry) O.K. Maybe I'll quit school altogether; then you won't have to be bothered with me.

Pam: Oh, I didn't mean that, Joe. But we do have some plans for the future; and you know that without a diploma you can't get anywhere. Besides, you've gone so far you must stick it out and graduate.

Joe: All right, but don't bug me. I can't work all those hours and do well in school. Well, the more I think about it, maybe I'll go to the game with you and be late to work. I don't care what my boss says.

Pam: No; I don't think you should get him mad. If you do something, do it the right way. You don't really have to take me to the game. I'd rather you study and pass your subjects. Why don't you ask Mr. Kane; he's your guidance counselor, isn't he? Maybe he can get you a job that doesn't have so many hours.

Joe: I suppose that's a good idea. No; but I'd better not.. My grades aren't so good, and he may not look for a job for me.

Pam: Well; he got a job for Henry. I'd try him if I were you. I think they're pretty square when it comes down to it. I'd try it.

Joe: ....

THINGS TO DO . . . . . .

For Girls: If you were in Pam's situation, write what you would say. Disregard her last statement.

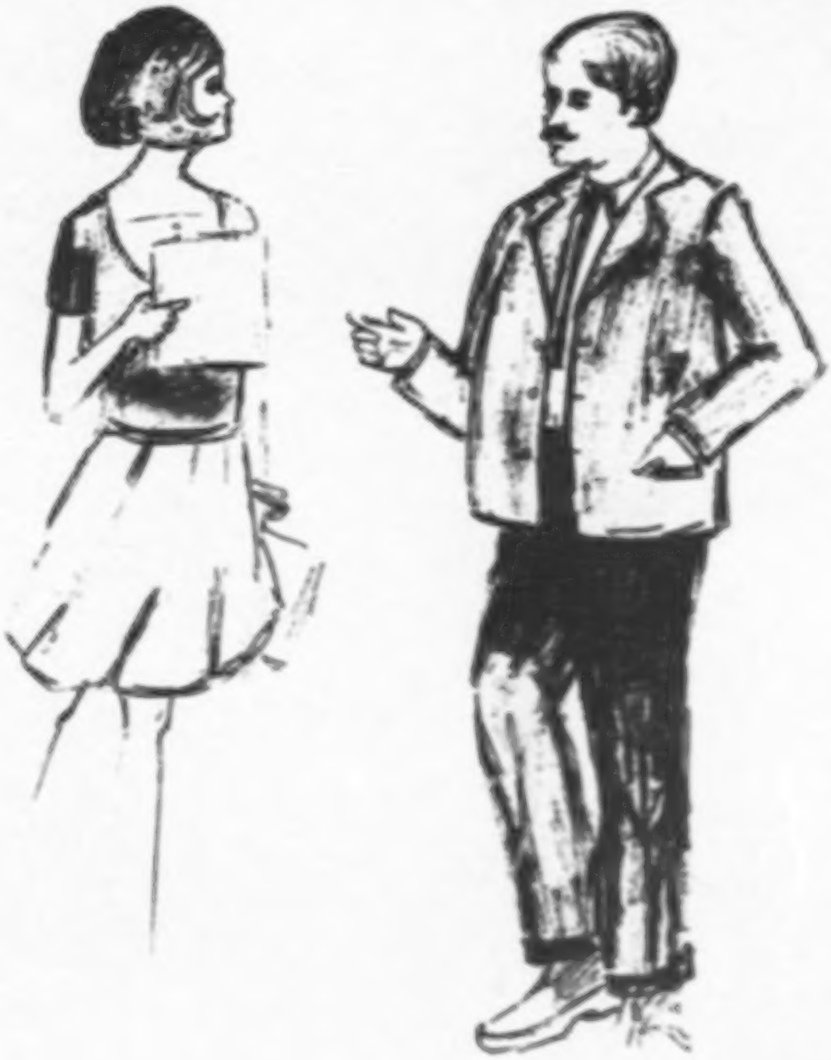
For Boys: Complete Joe's last statement.

FOLLOW-UP OF EPISODE

SAMPLE QUESTIONS TO THINK ABOUT AND DISCUSS

1. What problems have been created by Joe's part-time job?
2. What effect has Joe's employment had on his relationship with Pam?
3. Do you think Pam has given Joe good advice?
4. Why does Joe have to have a part-time job?
5. In what ways may a guidance counselor help students with problems?
6. Describe the attitude Joe has toward school.
7. Describe the attitude Joe has toward his job.
8. What experiences is Joe missing by holding a part-time job?
9. Why do you think it is important for Joe to maintain good grades?
10. List some advantages of a part-time, after-school job.
11. List some disadvantages of a part-time, after-school job.

KNOWING ABOUT THE BUSINESS COMMUNITY



"Are you satisfied with the kind of applicant who comes to you?"

Sketch by Cassandra Smith, high school student in the demonstration class, Hunter College Workshop

SURVEY OF THE COMMUNITY TO DEVELOP AN ECONOMIC MAP

DESCRIPTION

Students make an economic diagram of the local business community. This diagram contains the name, location, and type of each business; a photograph of the building; and such specific information as: size, product, employment practices, and office procedures.

PURPOSE

Students will become acquainted with the variety of business organizations and job sources in their community.

PROCEDURES

1. Pre-planning

   a. The class should be involved in a pre-planning session to:

   --Select the blocks to be mapped and divide class into teams to survey the blocks.

   --Design the survey-interview instrument.

   --Draft a letter to be sent to business and industrial firms in the selected areas which provides information concerning the forthcoming class project and solicits cooperation.

   b. The teacher arranges for equipment--cameras and film, tape recorders and magnetic tape (if taped interviews are desired)--and other materials suggested by students.

2. Student Orientation

   a. The survey and interview instrument should be drafted by the students with the help of the teacher. This instrument might include some of the following kinds of information:

   name of firm
   kind of business or industry
   organization chart
   number of employees
   employee policies
   employment policies
   job requirements
   employee evaluation
   sample business forms
   customer service
   product distribution
   inventory procedure
   gross sales or income
   expense schedules
   payroll
   stockholder reports
   accounts receivable

office equipment
electronic data processing equipment
electronic data processing procedures & systems
billing procedures
bad debts & collection procedures
financial reports
balance sheet

Information can be collected on a few topics in depth or on many topics in general. The objective is established by the students and influenced by the business course to which the project is applied.

b. The students practice using the film equipment and the tape recorder if they plan to tape their interviews with the businessmen.

3. Activity

   a. The students prepare a large map diagraming the location of each business or industrial firm located in the selected blocks, identified by name and type of business or industry. Space should be allotted for later placement of a photograph of the business and information gathered in the survey.

   b. One or two students should be assigned to conduct an interview with the owner or manager of each business in the block. (Students must understand that some financial information and other data are confidential.)

   c. Photographs should record the facade and location of the firm. (Special photos of employees, products, equipment or machinery, systems, and facilities may also be interesting to use in the diagram.)

   d. The students affix information and pictures to the classroom diagram.

FOLLOW-UP

1. Each student may be required to submit a report about the firm from which he collected data.

2. The completed economic map is displayed in the school lobby or other suitable location. A photograph of the map may be taken for reference in future projects.

3. After a suitable time the map may be dismantled and the material placed in a loose-leaf notebook so that future classes can review the changes that have occurred as they make a new economic map.

CLASS INTERVIEWS EMPLOYEES

(This unit and questionnaire have been adapted from a demonstration conducted by Dr. Robert Hoppock, School of Education, New York University, New York City.)

DESCRIPTION

The teacher arranges group teacher-and-student interviews with various levels and categories of office workers (secretary, bookkeeper, etc.).

PURPOSE

This activity may provide students with a more accurate picture of office occupations by bringing them into contact with employed office workers.

PROCEDURES

1. Pre-planning

   a. Invite a guest interviewee to the school and make necessary arrangements with his employers. The interviewee should be asked not to prepare a speech.

   b. Prepare suggested interview questions and distribute them to the class prior to the interview. Ask students to read the list and check questions they would like to ask, adding others that occur to them.

   c. Stimulate student interest by asking students how they think the employees will respond to questions such as:

      --What activities do you perform in a normal day?

      --What do you like, dislike, about your job?

2. Activity

   a. Introduce the guest, give his title and the company with which he is associated, and write this information on the chalk board.

   b. Ask interviewee to answer questions briefly and honestly. Tell him that he may reject a question merely by saying "next question."

c. Students conduct interview by asking the employee questions from the prepared list. The teacher does not participate in the questioning nor add to the answers except to paraphrase an ambiguous or inexplicit statement or make it loud enough for all to hear (always asking, "Did I correctly repeat what you said?"). The teacher must refrain from reaction, comment, or interpretation, even if the employee's answers conflict with every principle and practice the teacher has ever taught. For this reason, no single interview will completely accomplish the purpose of this activity.

d. When the class has no further questions, thank the interviewee for his contribution to the class' insight into office occupation.

FOLLOW-UP

1. Have the class send a letter of appreciation to the interviewee and a copy to his immediate superior.
2. No later comment or criticism of the speaker by the class is allowed, but students keep a private log of "surprises" resulting from the interviews.
3. At the end of the year, have students consult their log and evaluate the series of interviews. Point out that every individual job, including those the students have not learned about, have unexpected aspects, but together they give a true picture of business employment.

RELATED ACTIVITY

Set up an interview with the employer of one of the interviewees so that students can compare the employer's vs. the employee's version of what the boss expects of his employee, what the employee's duties are, and how well the employee performs his duties.

3

SAMPLE

GUIDE FOR INTERVIEWING OF EMPLOYEE

1. What schools did you attend?

2. Did you graduate? Drop out? When?

3. What was your first job?
    - How did you get it?
    - What did you like best about it? Least?
    - How long were you there?
    - Why did you leave?

4. What was your next job? (Same questions as above. Repeat for all subsequent jobs.)

5. Regarding the present job, ask:
    - What time did you go to work this morning?
    - What was the first thing you did?
    - How long did that take?
    - What did you do next?
      (Repeat through the entire day.)
    - Did you do anything yesterday that was different from what you did today?
    - How about the day before yesterday? Last week? Last month?
    - What else do you do on your job?
    - Of all these duties, which ones take most of your time?

6. What is the usual starting salary in jobs like yours?

7. What qualifications do you need to get the job?
    - Age?
    - Marital status?
    - Sex?
    - Weight?
    - Special race,
    - Language skill?
    - Aptitudes?
    - Other physical characteristics?
    - Licenses?
    - Unions?
    - Special race, ethnic group, or religion?
    - Tools?

8. Minimum training and preparation? Desirable training and preparation? Length of training? Content of course(s)? Cost? Any part of training paid by employer? Approved schools? Preferred subjects?

9. Supply and demand for workers? Outlook for the future? Advancement?

10. Hours? Regular? Overtime? Evening? Sunday? Holiday?

11. Steady and seasonal? Hazards? Prospects for marriage through job-related contacts?

12. What is your relationship to your superior?

13. How does your work contribute to the production of the firm?

14. Do you think there is anything we should have asked that we didn't? Is there anything you want to ask us?

STUDENT ADOPTS BIG SISTER OR BROTHER WHO IS AN OFFICE EMPLOYEE

DESCRIPTION

Each student has a "Big Sister" (or brother) who is employed in the occupation the student hopes to enter. The student observes her big sister at work and may also consult her by telephone.

PURPOSE

Many students have not had the advantage of learning about the business world from white-collar workers. This activity would provide such an opportunity.

PROCEDURES

1. Pre-planning

   a. The teacher contacts businessmen through organizations or directly, explains the project to them, and solicits their cooperation.

   b. The teacher holds an evening get-together with "Big Sister" delegates and explains the program, giving sample weekly projects and asking for suggestions. The teacher agrees to exempt anyone unwilling to participate in one or more projects and asks that they notify her in advance so that an alternate assignment may be made.

   c. The teacher proposes that both the big sister and the executive who submitted her name will receive a brief weekly newsletter summarizing the past week's results and outlining the next project.

   d. The teacher asks each big sister to supply the following information on the Big Sister Big Brother Information Sheet. (See next page.) These information sheets may be filed for future reference.

BIG SISTER/BIG BROTHER INFORMATION SHEET

Name______________________________

Title______________________________

Company___________________________

Adress_____________________________

Name of Immediate Superior_______________________________

Title____

Transportation instructions from "X" school (if known).______

____

Directions for locating me in the building.________________

____

Special company rules the student must know in advance.______

____

____

Suggested student attire.__________________________________

____

Instructions for reaching me by telephone, if student may phone the big sister (day of the week, time, requested length of conversation, etc.).______________________________

____

____

Home# Business#

Salary (optional).____

Specific request for type of assigned student (course background, age, sex, etc.) ____________________________

____

2. Student Orientation. The teacher matches each big sister to a student (with attention to special requests and student transportation convenience) and discusses the program with the class.

3. Activity.

   a. Ideas for office observation activities:

      --List all unfamiliar words used by big sister during observation and ask her help in identifying and spelling them. Student finds their definitions and submits the list to the teacher for class discussion.

      --Observe and record how the worker uses her time. Give each student a Time Study Report Form.

      --Observe and record the work flow of the office without asking questions, then draw a diagram as it appears. Ask big sister to correct it or draw a new one.

      --Investigate big sister's desk, using Desk Inventory Worksheet to diagram location of items (excluding personal items). Number the desk top items in order of frequency the student thinks they are used. Draw a rearrangement and ask the big sister whether it would be more convenient or less convenient and why.

      --Observe and record the appearance of big sister (grooming, wardrobe) and, if possible, the appearance of those who hold other jobs within the company (office manager, elevator operator, cafeteria worker). Compare them.

      --Help big sister accomplish one routine task, asking about the procedure, the time usually allotted to it, the reason for doing it, why it is a part of her job, and what happens to the work when it is finished. Arrange to do the job alone the second time and compare time, neatness and corrections with those of big sister.

      --Arrange to handle incoming telephone calls for big sister after she has given instructions, if this is permissable. If not, observe. Bring to class a telephone call form used by the business or one designed by the student. Describe to the class big sister's telephone manner and the form of identification she uses when she answers the phone.

b. Ideas for telephone conferences with big sister:

--Big sister's job history (briefly) and reasons for choosing her present job.

--Most frequent mistakes made by new employees in the opinion of big sister.

--Smoking rules at her company.

--Her opinion about current extreme styles of dress and their appropriateness in the office.

--Business-related social events such as official company functions, commemorative events, holidays, birthdays, and retirement dinners.

--Company sporting events, such as bowling leagues and baseball teams.

--How a recent event (war, political change, recession, large contract) has affected the company and her job.

--Big sister's most pleasant and most disagreeable, easiest, and hardest single job this week. Why?

FOLLOW-UP

1. The teacher contacts big sisters and their superiors monthly and whenever a rough spot can be diagnosed "between the lines" of student's reports or discussions.

2. The teacher reminds students of necessary courtesies, such as thank-you letters for special attention or privileges, whenever appropriate, and helps students plan individual or group "appreciation events" at the conclusion of the program.

3. The teacher arranges for publicity of the big sister program as often as possible.

4. The teacher evaluates program by sending a questionnaire to each big sister and her immediate superior, and the top-level executive originally enlisted to approve the project.

5. The teacher adjusts projected second-year program in light of findings, and re-enlists or enlists new co-operating sponsors.

SAMPLE

TIME STUDY REPORT FORM

	Filing	Greeting People	Receiving Instruction	Taking Dictation	Telephoning	Typing	Other									
1.						30										
2.	5															
3.		2														
4.						15										
5.					2											
6.						30										
7.					2											
8.						15										
9.				10												
10.					2											
11.						30										
12.		2														
13.			5													
14.																
15.																
16.*																
TOTAL																

Instructions

1. Enter the numbers of minutes for each activity, starting on line 1.
2. Make only one entry per line.

* The form may have as many lines as are necessary to record "Big Sister's" activities.

SAMPLE

DESK INVENTORY WORKSHEET

Employee's job title:______________________________

Duties:______________________________

Type of Desk: size:______________________________

color:______________________________

no. of drawers:______________________________

type of chair:______________________________

Typewriter: manual______________ electric__________

Where was it located:__________on desk

__________next to desk

Lighting:

________lamp

________intensity

________where located

Draw a Rough Diagram of Desk

Articles on top of desk (check)

___pens, pencils

___dictionary

___calendar

___telephone

___message pad

___ash tray

___stapler

other items:

____

____

____

____

List items in:

middle drawer: ______________________________

____

____

____

first drawer: ______________________________

____

____

____

second drawer: ______________________________

____

____

____

STUDENTS VISIT EMPLOYEES AT WORK AND AT HOME

DESCRIPTION

The students visit homes of employees to talk with them informally about their jobs, their leisure time activities, and their family. This activity may be coordinated with the office interview portion of "Student Adopts Big Sister Who Is An Office Employee" or "Student Interview of Business Owner." Refer to these activities for office interview procedures.

PURPOSE

The students gain insight into the "whole" life of people in various occupations.

PROCEDURES

1. Pre-planning

   a. Compile a list of potential hosts by contacting friends in various occupations, Administrative Management Society, secretarial associations, Rotary Clubs, etc.

   b. Explain the purpose of the home visit to potential hosts, obtain their cooperation, and secure data for student briefing.

   c. Provide the host with a blank invitation, a stamped envelope, and the name and address of the student to be invited. Ask the host to send the invitation to the student.

   d. Prepare copies of the Home Visitation Guide for student use in reporting on the visit.

2. Student Orientation

   a. The teacher explains the purpose of the visits; to allow students to relate the business life of those whom they have interviewed in the office to the style of home life they have chosen, their communities, their homes, their family involvement, their leisure time activities, and their social customs.

   b. The teacher discusses the date and time of visit, dress, activity, and preferred length of visit individually with each student, and provides him with data about his host--marital status, number, age categories, and names of other family members, if available, transportation directions (written), etc. If dress is to be casual, define what is meant by casual.

c. Teacher discusses courtesies with class: introductions, manners, behavior, conversation, simple apology for mishaps, termination and thanks.

d. The class discusses items on the home visitation guide and decides which to ask and which to observe (marks those to be asked during visit) and whether to record answers during the visit or after its termination.

FOLLOW-UP

1. Students prepare an oral report about their experience.
2. With the help of the teacher, students prepare and send thank-you notes.
3. The teacher also calls the host and thanks him for his cooperation.

SAMPLE

HOME VISIT GUIDE

Host's Name____

Address____

Occupation____

Work Information Not Obtained During the Office Interview:___

____

____

1. Does host like his job? ______Yes _______No
2. What does he like best about it? __________________

____

____

3. What does he like least about it? _________________

____

____

4. Does he plan to stay in this type of work?

   ______Yes ______No

5. Does he feel more satisfied in this job than in any other for which he might qualify? ____Yes ___No

   If no, what job would he rather have and why?______

____

Home Information

1. Size of family____________________________________
2. How much free time does he have?__________________
3. What does the host do in his leisure time?_________

____

4. Does the host go away from home during vacation time?

_____Yes _____No If yes, where?________________

5. What does he usually do on weekends?______________

____

6. What type of home does he have?________________

____

7. Would you like to live in a home like this?________

Why?____

8. What type of relationship did the various family members have?

____

More casual or more formal than your family?_______

____

STUDENTS COMPARE ATTITUDES OF PARENTS, STUDENTS, AND OFFICE EMPLOYEES TOWARD OFFICE WORK

DESCRIPTION

Students conduct a project to determine attitudes toward office work. Four people (including the student) complete a questionnaire designed to give evidence of differing office attitudes. Students tabulate the results.

PURPOSE

The students may discover that attitudes are related to keeping a job and receiving promotion.

PROCEDURES

1. Pre-planning

   a. The teacher compiles a form similar to the Attitudes Toward Office Work Questionnaire designed to give evidence of differing office attitudes.

   b. The teacher enlists the help of as many business firms as there are class members. (This may be done in conjunction with the "Student Adopts Big Sister," "Class Interviews Employees," or "Students Interview Business Owner" projects).

2. Student Orientation

   a. The teacher guides class discussion in office attitudes, concluding that there is a probability that attitudes are related to keeping a job and receiving promotions.

   b. The teacher suggests that students determine, by means of this project, the attitudes of various people toward office work.

   c. The teacher proposes the attitude questionnaire to the class and asks for changes or additional suggestions.

3. Activity

   a. Each student receives four questionnaires and codes them "A, B, C, and D." Student completes Form A.

   --Distributes Form B to mother, guardian, older sister, or older friend.

--Distributes Form C to office worker performing work which requires little training and few skills.

--Distributes Form D to office workers performing work which requires extensive training and experience.

b. After the questionnaires are returned, students form four committees to tabulate results.

c. The teacher places contrasting information on the board or distributes master charts to students.

d. Students discuss key discrepancies and draw conclusions wherever possible.

FOLLOW-UP

The teacher composes a similar attitude questionnaire later in the year to determine whether student's attitudes give evidence of more willingness to exert maximum effort on their future jobs or if his perceptions have changed in any other way.

SAMPLE

ATTITUDES TOWARD OFFICE WORK QUESTIONNAIRE

RANK JOB PREFERENCE

1. Assume that you are qualified to hold all of the jobs listed below. Rank them in the order (1, 2, 3, 4, 5) of their appeal to you.

Job	Salary	Duties	Promotional Probability	Rank
A.	$75 wk.+ expenses	Traveling secretary to Sonny and Cher (teacher fills in name of currently popular entertainer), 10 a.m. - 7 p.m.	None	____
B.	$60 wk.	Trainee in editorial office of a publishing company doing clerk-typist work, 9-5.	To assistant in 10 months, salary $85.	____
C.	$65 wk.	Duplicating machine operator and messenger in small parts factory one block from your home, 8:30 - 4:30.	To assistant mail room supervisor at $75.	____
D.	$55 wk.	Receptionist in beautiful office, few duties, 9 - 5.	To junior secretary at $80 if skills are improved.	____
E.	$85 wk.	Temporary campaign secretary to Robert Kennedy (teacher fills in name of current political favorite) 8 a.m. - 4:30 p.m., some evenings.	None, but experience could lead to permanent position elsewhere.	____

ANSWER QUESTIONS	Circle
2. Workers put in extra time without pay when office emergency arises.	Yes No Sometimes

	Circle
3. When a desirable opening for which a worker is qualified occurs in another department, the worker requests a transfer from his supervisor.	Yes No Sometimes
4. When a worker is feeling ill but has a critical job to perform, the worker asks his boss to reassign the job.	Yes No Sometimes
5. When a worker needs both a new outfit to look well at the office and a new party dress and her salary will not cover both, the worker buys the office outfit.	Yes No Sometimes
6. When a worker has confidential information that a fellow employee is to be promoted and hears the employee talking about looking for a new job, the worker gives the employee an unmistakable hint.	Yes No Sometimes
7. When a worker discovers a mistake in a large mailing that is nearly finished and which has been the joint effort of the entire office, he brings the error to the attention of the supervisor.	Yes No Sometimes
8. When another employee, whom the worker knows is inefficient, receives a raise which the worker feels he deserves instead, the worker keeps it to himself but begins to look for a new job.	Yes No Sometimes
9. When a worker sees the secretary to the boss inserting a new typewriter ribbon incorrectly, the worker shows his superiority by doing it for her.	Yes No Sometimes
10. When a worker knows that the next day's job will be especially demanding and his friends suggest going to a late movie, the worker voluntarily gives up his social engagement in order to perform better the next day.	Yes No Sometimes

If any of the above questions cannot be answered yes or no, explain how you would handle the situation.

STUDENTS INTERVIEW BUSINESS OWNER

DESCRIPTION

The students interview executives who have started their own businesses.

PURPOSE

This activity will help students learn how a business is born and how it grows.

PROCEDURES

1. Pre-planning
    a. Contact businessmen in the community, explain the project, and enlist their cooperation. Try to secure cooperation from those operating small shops, medium-size companies, and large industries.
    b. Make appointments for students.
    c. Prepare specific directions to the student's destination, whom he should contact, and how long the appointment should last.
2. Student Orientation. Teacher explains that:
    a. Businesses are created by ordinary people who have the ambition and insight to go into business for themselves. This takes courage, capital, and concentrated effort.
    b. People take this risk for many reasons, but mainly because they hope to make a profit.
    c. Establishing a business requires planning to:
        --Discover a commercial need not met in the community.
        --Cover the cost of going into business and maintaining that business until it begins to earn a profit.
        --Deal with legal reports, licenses, clearances, and permits required by federal, state, and city governments and sometimes by professional organizations.
3. Activity
    a. The student selects his interview assignment.

b. The teacher conducts a sample interview, observing courtesies such as telling the businessman that he need not answer any question that he considers confidential or personal.

c. The class discusses the techniques used in the sample interview.

d. The student interviews the businessman and prepares oral and written reports. He may wish to take photographs of the businessman and his business.

FOLLOW-UP

1. The student reports his experiences to the class, highlighting significant or unexpected responses.
2. The student sends a letter of appreciation to his interviewee, including a copy of his report, if advisable.
3. The class develops an "employer profile" manual by combining the students' reports. If photographs of the businessmen and their businesses were taken, they should be included in the profile manual.
4. The teacher may wish to have the profiles published in a local newspaper or businessman's newsletter. If so, he attempts to make these arrangements.

SAMPLE

GUIDE FOR INTERVIEW BUSINESS OWNER

Name of Businessman______________________

Name of Business_________________________

1. Why did you choose to enter this business?
2. When?
3. What special qualifications did you have for this kind of business?
4. How did you finance your first year of operation?
5. Were your early costs greater or less than you anticipated?
6. What licenses or permits did you have to procure before you opened your doors?
7. How much time did you put in each day or week during the first year?
8. Did family or friends help you? Encourage you?
9. Did you have employees at first? If not, when and why did you begin hiring people?
10. Did your business ever lose money? Why?
11. How did you handle it?
12. How has your business changed since you first conceived it?
13. Which of your original responsibilities do you still retain? Which have you delegated? What new responsibilities do you have?
14. What are the biggest problems in your business at present? How are you trying to solve them?
15. Has your income increased a great deal since you started?
16. How much does your business pay in taxes each year?
17. How much is your weekly payroll? How much do you spend on employee benefits?

18. Are you satisfied with the kind of applicants who come to you? If not, how would you like to see them improved?

19. What advice do you have for young people who might want to open their own business?

STUDYING THE OFFICE OF A RELIGIOUS INSTITUTION

DESCRIPTION

Students interview religious leader and/or his staff about office jobs in religious institutions.

PURPOSE

This activity is designed to help students understand what kind of office activities occur in distinctive or atypical offices.

PROCEDURES

1. Pre-planning
    a. List religious institutions in the area.
    b. Send a form letter to priests, ministers, and rabbis, describing the project and requesting a student interview.
    c. Duplicate the "What Goes on in a Church Office" Report Form.
2. Student Orientation
    a. Students and teacher discuss which church activities require office work:
        --Counting, depositing, crediting collection of pledge money.
        --Printing, distributing announcement leaflet.
        --Ordering and arranging pamphlets for public sale.
        --Keeping baptismal, marriage records.
        --Typing sermons, reports to central religious headquarters.
        --Filing material for future sermons.
    b. Students discuss interview technique, courtesies (how to address leaders of each church), dress, how and when to terminate an interview.

3. Activity

   a. Students are provided with report forms and interview assignments.

   b. Students conduct interview.

   c. Students report information and experience to the class.

FOLLOW-UP

1. Students type and mail thank-you letters.

2. Students add information to the class resource file regarding employment opportunities in religious institutions.

3. The teacher encourages students to do volunteer office work for a religious institution.

RELATED ACTIVITIES

Students may investigate a variety of typical and atypical office employment possibilities in the course of a "What Goes on in a ____________________ Office" series. Examples of distinctive types of offices: police precinct or headquarters, hospital, taxi dispatching, political campaign, interior decorator.

SAMPLE

"WHAT GOES ON IN A CHURCH OFFICE?" REPORT FORM

Church[1] ________________________________

Location ________________________________

____

Person interviewed and his position ________________________________

____

A. Collection Procedure

1. Are pledges credited to the donor? Yes___ No___
2. Are letters sent to people who have not kept up their pledge payments? Yes___ No___
3. How are donations recorded? (Check one) On cards____ In ledgers__
4. Who counts money contributed? ________________________________
5. How is money deposited? ________________________________

B. Public Information

1. Is there a church bulletin? Yes___ No___
2. How often does it go to members? Weekly ___ Monthly___
3. Who decides what will be included in the bulletin?

   ____
4. What does the bulletin contain? ________________________________

   ____
5. Who organizes the material for the bulletin for typing? ________________________________

   ____
6. Who types the bulletin? ________________________________

---

[1] Teacher should adapt religious terminology to type of religious institution being studied.

7. How is it duplicated?______________________________

8. How is the bulletin distributed? By mail_______
(Can you obtain a sample?) At services____

C. Work Station Organization

1. List different jobs which require files in the religious organization:

___________________________ ___________________________

___________________________ ___________________________

___________________________ ___________________________

2. How many typewriters are there?_______________

a. electric______

b. manual______

3. Are there calculators in the office?___________

4. Is there a stencil duplicator?___ spirit duplicator?___

5. Does the organization use a postage meter?______

6. Who uses the equipment in the office?__________

7. Who supervises the workers?_________________

8. How many salaried office employees are hired by the church?____

9. How many people volunteer for office work?______

10. What jobs do the volunteers perform?___________

____

THE CLASSROOM AS A BUSINESS

DESCRIPTION

An actual business is set up in the classroom and, subject to school rules and employment opportunity, payment is exchanged for acceptable production. The project may be for a short term or a full semester, and may be organized as an extra-curricular activity if it is inadvisable as a classroom activity.

PURPOSE

The experience should give students a rounded and realistic picture of how a business is created, how it solicits profit-making work, how it organizes, how it produces, and how students may fit into the work force of a given business.

PROCEDURES

1. Pre-planning

   a. The teacher explores possibilities for a classroom business:

      --Preparation of faculty materials (letters, manuscripts, book or supply orders) from dictating machine or rough draft.

      --Sale of school "product" -- athletic, musical, theatrical, or social event tickets, products of the woodworking or metal shop, printing shop, home economics department, school newspaper or yearbooks.

      --Sale of phonograph records or books (by special arrangement, record companies often have "seconds" for resale at low rates).

      --Typing, filing, and preparing mailings for clubs and organizations, non-profit or fund-raising agencies, and seasonal businesses.

      --Production of address labels at rates-per-thousand for letter shops and mailing list businesses.

   b. The teacher confers with the class' employer to establish standards for the work assigned, rate of pay, and deadlines, and draws up a letter of agreement.

   c. Teacher rearranges classroom to conform to work-flow plan, includes punch clock and water cooler (if possible), in-out baskets, typewriter desks, work tables, and office machines grouped according to function. Background music and scheduled cola breaks lend authenticity.

2. Student Orientation

    a. The teacher explains the project. Class adopts company name, elects officers, draws up an organizational chart, a work-flow plan, and a production schedule.

    b. The teacher interviews each student about his qualifications and assigns him to the most suitable position in the "firm."

    c. The teacher starts class on routine work, then orients students individually to their "company" duties.

3. Activity

    a. The students run their own company, relying on teacher only when difficulties arise. The teacher is the ultimate authority regarding acceptability of work, but only after student supervisors approve or reject the item.

    b. At the end of each pay period, the teacher works with student accounting and payroll division to issue paychecks (simulated or real) with deductions.

    c. Students may elect to open a class bank account. If so, a revolving student committee may visit the bank, report on the comparative benefits of checking vs. savings, open the account, make deposits, maintain the balance book, and check on the accuracy of the monthly statement.

    d. The class may wish to purchase stock from their proceeds. If so, the teacher will prepare a simple explanation of the stock market, and students will follow the progress of several investment possibilities before making their purchase. A chart showing the fluctuations of the stock should be kept up-to-date by students.

    e. The teacher works as liaison between class and employer, inviting the employer to observe production occasionally.

FOLLOW-UP

1. Teacher, students, and employers evaluate the project and discuss its relative success from the standpoint

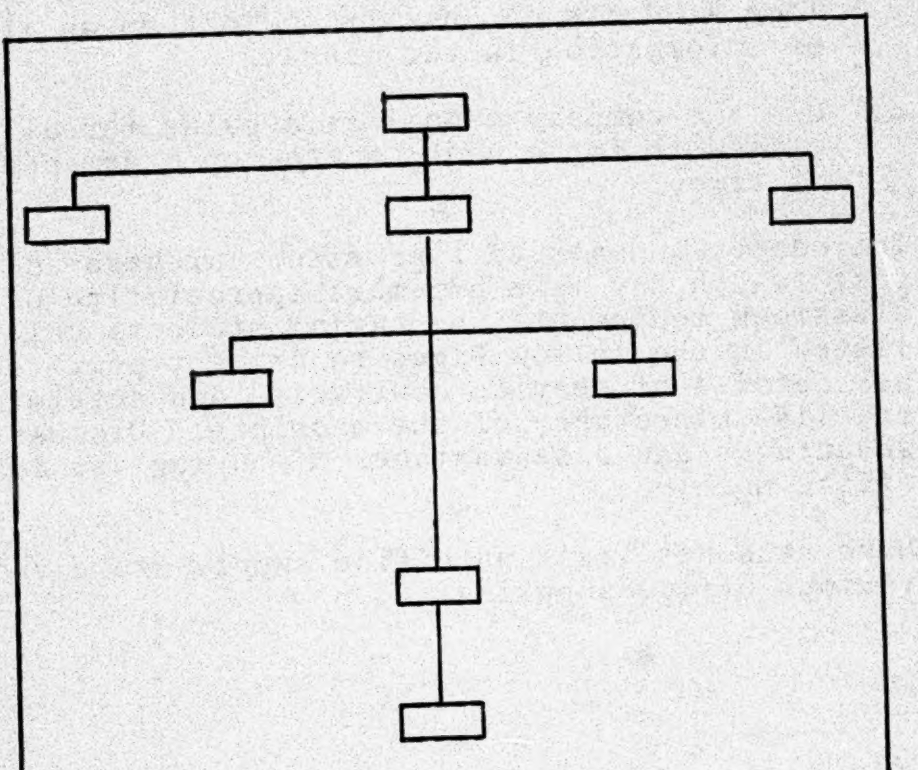
of the work accomplished (employer) and the educational value (teacher and students).

2. Teacher plans to discard, modify, or repeat the project, depending upon the evaluation which has been made.

NOTE: Teachers should investigate the National Junior Achievement Program which supports projects similar to this activity on a business-sponsored, out-of-school basis.

ADDITIONAL SUGGESTIONS

1. Develop a lesson in which the student is introduced to an organizational chart for a small company. Have students bring to class a picture of the person they imagine holds each job on the organizational chart. Construct a bulletin board display of an organizational chart, and have each student identify each box by job title and attach the picture of a celebrity to it.



Office Organizational Chart

2. Interview a member of a minority group who has become an office supervisor or manager. Ask him about his rise to a supervisory or management position and report to the class.

3. Encourage firms to send their personnel representatives to administer their tests and conduct pre-employment interviews in the classroom. Students should have resumes and samples of their work for personnel officer to examine.

4. Ask businessmen to come to the advanced shorthand class and dictate correspondence. The teacher selects the best student work and forwards it to him. "Mystery voice" dictation tapes in which the local businessman (politician, celebrity) is not identified until the end of the dictation can also be used.

5. Obtain an office manual from a local business and obtain permission to reproduce the manual or sections of it for each student. Student activities might include:

   a. Compare company procedures with classroom procedures. Evaluate each.

   b. Answer teacher-duplicated questions about contents of the manual.

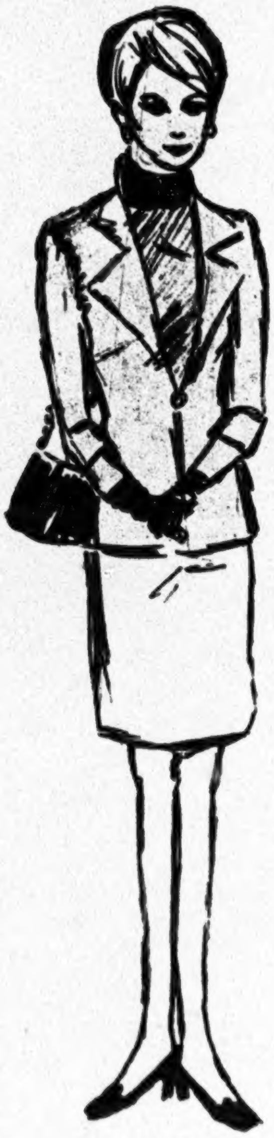
   c. Time students on ability to look up an item of information in the manual.

   d. Use the company manual as a guide for all classwork for a week, month, or other period of time.

6. Introduce students to typewriter purchase and repair cost (which may make him more appreciative of his classroom equipment), by having students call firms listed in the Yellow Pages to price typewriters, ask details of service contracts, and determine the life expectancy of the machines. Discuss advantages and disadvantages of buying vs. leasing office machines.

7. Have students visit an office supply store and price various office supplies.

ENTERING THE BUSINESS COMMUNITY



"Do you want to look as though you would fit into the company image?"

Sketch by Cassandra Smith, high school student in the demonstration class, Hunter College Workshop

REFINING LISTENING TECHNIQUES

DESCRIPTION

The students distinguish recorded sounds, and practice remembering details and understanding vocal instructions.

PURPOSE

These activities are designed to improve the student's memory and listening abilities.

PROCEDURES

1. Pre-planning
   - a. Record many everyday sounds on a tape (running water, honking horns).
   - b. Prepare lists of: (1) 4-6 digit numbers; (2) nouns (bed, telephone, dress); and (3) various office supplies.
2. Activity
   - a. Phase one: Ask students to listen carefully while the tape is played; afterward:

     --Have students make a list of sounds they heard.

     --Ask how they were able to tell the difference between similar sounds, such as the sound of a truck and a bus.

     --Teacher points out that the listening process becomes more rapid and more accurate with practice.

     --These standardized listening tests may be administered instead of or supplementary to this introductory activity:

     Brown-Carlsen Listening Comprehension Test, Grades 9-13

     Sequential Tests of Educational Progress, Listening, Grades 10-12

   - b. Phase two: In this phase the teacher should discuss the reasons for drills and how careful listening increases employability, and then introduce progressively difficult drills.

--Read the prepared list of numbers quickly and have students record them during the reading. Students check each other's accuracy as the list is read a second time.

--Read the prepared list of nouns and students record them AFTER the entire list has been read.

--Ask students to select and record only the office supplies from this list of office supplies and office equipment. (Explain to students that office supplies are items which are consumable and that office equipment is of more "permanent" nature.)

purchase order, paper clips, stapler, sales ticket, wastepaper basket, memorandum, typewriter, trays, ten-key adder, rubber bands, chair, pencils, sales invoices, stamps, desk, telegram, envelopes, filing cabinet, pencil sharpner, bookcase, telephone, pay checks, water cooler, calculator, table, key punch machine, receipts, cabinet, transparent tape, carbon paper.

--Assign each student to prepare similar number and word sequences as homework. Use these assignments for future drills scheduled at random and read by their authors.

c. Phase three: The final phase involves giving verbal directions on which the students are to take notes and read back:

--Read the following directions and ask students to take notes on them:

> "This school is located on the corner of Irving Place and 17th Avenue. Go three blocks south to 14th Street and one block west to Union Square Station. Go into the subway entrance, buy a subway token for 20 cents, place the token in the turnstile, and wait on the platform until the Lexington and 4th Avenue Uptown Local arrives. Get on it fast and ride to 68th Street. The subway exit is on the corner of the block in which Hunter College is located."

--Have some students read their notes on the directions and allow the class to discuss which key words should have been included in the notes. The class works together to create a chalk board diagram of how the instructions might be noted:

X17 & Irv. Pl. -- 3 bls S. (14)--) 1 bl. W

(Union Sq. Sta.) Lex. & 4 uptown Loc. --

68 -- X Hunter Col.

--Repeat this type of exercise until the class becomes proficient in recording instructions.

FOLLOW-UP

1. Interject instructions at random and without warning during ensuing class periods, and have students record them rapidly and correctly.

   Some suggested advanced drills:

   a. "Class, please take the smallest book you have with you; turn to page 27; write the fourth word in the second sentence on a sheet of paper and put it face down on my desk when you leave the classroom." (Follow instructions)

   b. "Mary, go to the confidential file drawer and find the folder marked 'Research' which is filed under 'R'; take out the letter signed by George Sanders on March 11, 1967; take it to the laboratory and give it to the receptionist; wait until she has put it in an envelope marked 'Confidential' and given you a receipt; then bring the receipt directly to me; interrupt me no matter what I am doing and give it to me." (Write instructions)

   c. "George, go to the library and get the book I left at the check-out desk this morning; take out the letters and notes I put inside the book; give the book to Miss Kilpatrick in Room 941; tell her I will give her a ride to the game Saturday; then return the papers to me at exactly 11:45." (Follow directions)

2. The teacher continues with drills throughout the year, gradually increasing them in complexity.

RELATED ACTIVITIES

1. Devise oral drills that will require the student to work simple math while listening to the problem.

   Example: $10 \div 5 \times 2 + 3 - 7 = 0$

2. Read series of words and have students select the word which does not belong.

   Example: tangle, snarl, trash, trap, snag   trash

3. Dictate quizzes which contain multiple-choice questions. Do not read each question more than two times.

IMPROVING ABILITY TO FOLLOW DIRECTIONS

DESCRIPTION

The class is divided into teams which engage in a relay race to see which team can correctly complete a payroll project first.

PURPOSE

The race is designed to develop the ability to follow instructions and work as a member of a team.

PROCEDURES

1. Pre-planning
    a. Duplicate copies of the Interoffice Memorandum and the Payroll Project.
    b. Arrange chairs in rows of six.
    c. Obtain overhead or opaque projector.
2. Student Orientation. Explain the activity and procedure to the students:
    a. The class will be divided into teams of six students each.
    b. One member from each team will be selected as supervisor.
    c. The supervisor will sit at the front of his team and will be given a memorandum and a payroll project.
    d. When the teacher gives a signal, the supervisor reads the memorandum to his team and passes the project to the first team member. When the member completes the first problem according to instructions, he passes it on to the next team member.
    e. The last person on the team returns the completed project to the supervisor who checks it and submits it to the teacher.
3. Activity. The teacher:
    a. Says,

"I am the chief accountant, and at 4:15 I have rushed into your office and handed your supervisor a payroll project that must be completed by 5 o'clock."

b. Gives the payroll project and the memorandum to each supervisor and signals the supervisor to begin. (Students follow instructions.)

c. Numbers the completed projects as they are turned in.

d. Computes the score quickly on a separate sheet of paper, returns the project to the supervisor, and asks him to compute his team's score on the chalk board according to the scoring instructions. Teacher deducts five points for every error in the work that the supervisor doesn't find.

e. Uses the overhead or opaque projector to review the work when all teams have finished.

f. Commends the team that completed work with the highest score.

FOLLOW-UP

The class might be divided into committees to discuss the importance of following instructions, the role of a supervisor, and the importance of cooperation.

RELATED ACTIVITIES

The teacher may develop his own work projects and use this technique frequently, if desirable.

SAMPLE

INTEROFFICE MEMORANDUM

TO: Team Supervisor

FROM: Chief Accountant

DATE: (present date)

SUBJECT: Instructions for Payroll Project

Read the following instructions to your team, then pass the project to your first team member.

1. Read your problem carefully and do the required work quickly and accurately.
2. Initial your work when it is completed and pass the project to the next team member.
3. Return the project to me as soon as the last problem is completed and initialed.

. . . .

SCORING INSTRUCTIONS

1. The first team to finish receives 15 points.
2. For Worker 1, each correct answer is worth 5 points. For Workers 2, 3, 4, and 5, each correct answer is worth 20 points.
3. Each time work is not initialed, 5 points will be deducted.
4. For every error that the supervisor does not find, 5 points will be deducted.

(Maximum score 110)

SAMPLE

PAYROLL PROJECT

Worker 1 The following people have worked this week; add up the number of hours worked for each and enter the totals:

	THOMAS	JACKSON	TORRES
Monday	5	4	7
Tuesday	5	4	7
Wednesday	5	4	7
Thursday	5	4	7
Friday	5	4	7
Enter total hours	___	___	___

Initials

Pass to next worker

Worker 2 Worker 1 added the total hours for Thomas Check this amount. Thomas is paid $2 an hour. What is his pay for this week?

Pay $______

Pass to next worker

Initials

Worker 3 Worker 1 added the total hours for Jackson. Check this number. Jackson is paid $2.50 an an hour. What is his pay for this week?

Pay $______

Pass to next worker

Initials

Worker 4 Worker 1 added the total hours for Torres. Check this number. Torres is paid $2 an hour. What.is his pay for this week?

Pay $______

Pass to next worker

Initials

Worker 5 Workers 2, 3, and 4 have entered the pay of three employees. What is the total of these three amounts?

Total $______

Return project to supervisor

Initials

Supervisor:

If all work is correct, check here ____
If errors were found, list them below:

Initials

FOLLOW-UP

The teacher should use this activity as the basis for a discussion of the interrelationship of jobs within an office.

SUITING SPOKEN LANGUAGE TO THE JOB

DESCRIPTION

Using tape recorder and microphone, students learn to analyze their own special inadequacies, select formal and informal vocabulary and grammar appropriate to the situation, and become more confident of their ability to communicate in the school/office situation. After the introductory lesson, the teacher repeats drills throughout the year as needed, using suggested methods and related activities. Continuing work with individual students throughout the year to correct their spoken language is a necessary reinforcement to these formal lessons.

PURPOSE

The language the disadvantaged child has learned at home is often inadequate for the needs of school and employment. One of the greatest handicaps seems to be a lack of familiarity with speech used by teachers, particularly if sentences are long and involved.

Because the teacher cannot change the student's communications skills for him, the student himself must become aware of the need for standard language in school and office situations. However, it is not desirable for him to completely reject or repress the language which he uses at home. He must be able to recognize the difference between formal and informal language and use each in its place. The absolute standard of "correct" or "incorrect" language is changing to a more flexible yardstick of "appropriate" or "inappropriate."

To supplement these lessons, the teacher should develop a classroom atmosphere in which both teacher and students are free to correct each other's spoken language. It has been theorized that such corrections may inhibit the student and abuse his dignity and self-respect. However, if the teacher makes a practice of impartiality and friendliness in pointing out errors, and reminds students that confidence and employability are their common goals, growth in communication skill can be accomplished.

PROCEDURES

1. Pre-planning

   a. Prepare a tape of common phrases used in the home.

   b. Secure several portable tape recorders.

c. Prepare an index card for each student with the following outline printed on the card:

My name is ________________. I go to

school at ________________High School.

I will be in _____________grade next year.

My address is ________________________.

I would like to have a job as __________.

2. Student Orientation

Teacher Activities	Student Activities and Responses
Is there a difference in the way you talk at home and the way you talk at school? Which is more carefully planned or formal?	At school.
How do you think speech at school might differ from that at work?	More formal at work.
Another element of good speech, Then, might be using speech on the proper level to meet your needs. When answering the telephone, Mrs. Jones might say to one of her husband's friends, "John's at the dentist's office this afternoon." However, in an office, Mrs. Jones might say to a telephone caller, "I am sorry, but Mr. Andrews will not be in his office today." (Write the two sentences on the chalk board.)	
How do the two conversations differ?	She told where her husband was. She did not tell where her boss was. She used contractions when talking to her husband's friend.
Mrs. Jones might greet a visitor to her home by saying, "Come on in." At the office, Mrs. Jones might greet a visitor by saying, "Please come in and be seated."	Again, have the students analyze the different word choices in the two statements.

3. Activity

Play a prepared tape of common phrases which might be used in conversation at home.	Students listen to tape of common phrases used at home. After each "home" phrase the student must respond with the way this phrase should be said in an office.
Tape each pupil's voice.	
Tell the students that each is to introduce himself by speaking into the microphone, saying "My name is ______ and I will be in _____ grade next year."	Microphone will be passed from student to student. Each will give a one-sentence introduction of himself.
Play the tape, stopping after each student speaks.	
Make a brief analysis of each voice: a. Were word endings clearly pronounced? b. Did the voice sound friendly? c. Did the student speak clearly? d. Were all words correctly pronounced?	Students assist teacher in making analyses of each other's speech habits.
Have students speak into the microphone, using a short previously prepared statement which can be read if desired. Give each student a prepared index card (page 164).	Each member will speak individually into the microphone, using a prepared statement about 15 seconds long. Make note of ways in which each student can improve his speech. Discuss with students, either individually or in group discussion.

FOLLOW-UP

Refer students with extreme language deficiencies to school speech therapists.

RELATED ACTIVITIES

1. Ask students to pronounce words they misspell. Often the misspelling is caused by mispronounciation.
2. Have students compile a dictionary of current slang expressions and their formal equivalent; add to it as jargon changes.

SAMPLE

COMMON PHRASE LIST

Phrase Used at Home	Phrase Appropriate for the Office
Y'a done?	
My boss/he wasn't in.	
May I "hep" you? (help)	
Ya tal(k) too fas(t)	
John ... my brother. (is)	
John ... sick; not at work today. (is)	
John be's sick for a mont. (h)	
John ('s) wife as(k) for him	

(The teacher should adapt the above examples to the speech patterns in his locality.)

STUDENTS PRACTICE THE SOCIAL CUSTOMS OBSERVED DURING A BUSINESS LUNCH

DESCRIPTION

Students and teacher(s) form into manageable groups of not more than eight to eat at a restaurant, simulating the atmosphere and practices of a relatively formal business luncheon.

PURPOSE

The lack of formal social experience is often one of the greatest handicaps facing disadvantaged students as they try to enter into white collar entry-and-early-promotion jobs. Only direct observation and participation (the silent language), introduced and reinforced in the classroom, can effectively transmit this information to students. This lesson attempts to provide a formal and practical social experience for students.

PROCEDURES

1. Pre-planning
    - a. The teacher locates restaurants convenient to the school which serve moderately priced food in a formal manner. He collects sample menus.
    - b. The teacher may try to arrange financing of the of the project through the restaurant, school funds, or a business firm friendly to the purpose of the project.
2. Student Orientation
    - a. The teacher explains the role of the business luncheon in office circles--transacting business, comparing professional notes, learning more about the workings of your own office by conversing with other employees.
    - b. The teacher and students discuss the importance of behavior, table manners, and appropriate conversation to the success of the business luncheon.
    - c. Using several sample menus for reference, teacher and students discuss the procedure of ordering, unfamiliar words (entree, a la carte, appetizer, etc.), table settings, the

order in which courses are served, tipping, courtesy (following hostess to the table, seating the females in the group, being polite to waiters and waitresses, thanking your host, etc.), and approved dinner conversation subjects.

3. Activity

    a. Students form groups of not more than eight and join the teacher (or preferably two teachers, one male and one female) at the selected restaurant.

    b. By prearrangement students imitate teacher(s) when they are uncertain how to proceed or see that they are differing from the acts of their teacher(s). Differences can be discussed later.

FOLLOW-UP

1. Class discusses its experience together, making notes of new information for future application.

2. Students write thank-you notes to those who helped finance the venture.

3. If feasible, individual students repeat the experience at a different restaurant during their evenings and report to the class.

RELATED ACTIVITIES

Ask the Home Economics Department and the school cafeteria staff to prepare several business luncheons which would be served in the Home Economics classroom. The office occupations teacher could then demonstrate and explain correct etiquette during the meal. This activity will give the students opportunity to actually practice good manners before they go to a restaurant for lunch.

Do this when an invited speaker for another function can also be present.

PLANNING AN APPROPRIATE OUTFIT FOR A JOB INTERVIEW

DESCRIPTION

Students plan the purchase of an outfit for a job interview on a budget of $25.

PURPOSE

As a result of this activity the student should be able to select appropriate dress for the office on a limited budget.

PROCEDURES

1. Pre-planning
   a. Collect grooming books for the classroom.
   b. Be prepared to give students directions to the city's major department stores.
2. Student Orientation
   a. Have students create bulletin board displays showing appropriate office dress for young men and women.
   b. The teacher presents the problem:

      "Let's assume that you have an interview at a large corporation. You want to look as though you would fit into the company image when you go for your interview. You have $25 to spend for an outfit. With that imaginary amount of money, you are to go to any of our department stores and decide what you would purchase. Keep in mind that you want to be dressed appropriately for the business, stay within your limited amount, and select an outfit that can be worn later on the job."
3. Activity
   a. Students shop independently after school or on Saturday.
   b. Students list the cost and description of their outfit on the Shopping Report.
   c. Students describe their imaginary purchases to the class and discuss regular retail purchasing vs. sales, discount merchandise, etc., saving

for high-quality merchandise vs. inexpensive "fad" clothing, and a small wardrobe of better clothing vs. a larger wardrobe of inexpensive clothing.

d. The class votes on which student made the best use of his $25 budget.

RELATED ACTIVITIES

Give each student a hypothetical budget of $10 with which he can purchase one item to supplement his current wardrobe. Place emphasis on choosing the items which seems the most useful in converting a high-school wardrobe into one suitable for business.

SAMPLE
SHOPPING REPORT

	Girls	Cost		Boys	Cost
1.	Dress Color: Brief Description:	______	1.	Suit Color Brief Description:	______
2.	Hat Color:	______	2.	Shirt Color:	______
3.	Shoes Color:	______	3.	Tie Color:	______
4.	Purse Color:	______	4.	Shoes Color:	______
5.	Gloves Color:	______			
	Total Cost	______		Total Cost	______

STUDENTS STUDY OFFICE JOB REQUIREMENTS

DESCRIPTION

Based on student interviews with local personnel officers, students compile an employee guidebook of entry-level jobs. From this source, each student selects several jobs he would like to have and prepares his plan to acquire the necessary qualifications.

PURPOSE

By gathering their own information about local opportunities and standards, students may become self-motivated to achieve the necessary qualifications by the time they finish school. The unit also helps students break away from the limiting tendency to apply for work only where acquaintances are employed.

PROCEDURES

1. Pre-planning
    a. The teacher uses Chamber of Commerce or Yellow Pages to obtain the names of as many major employers in the area as there are students in class.
    b. Teacher prepares letters of introduction and Entry-Level Job Interview Guides.
2. Student Orientation
    a. By asking about job aspirations of students (specifically where they want to work and why), the teacher probably discovers that most students hope to work for a business or industry in which family or friends are already employed.
    b. The teacher points out that this is understandable because students are familiar with the company and may be hesitant to approach the unknown.
    c. The teacher proposes that the students work together to find out more about employment possibilities in the community.
3. Activity
    a. The teacher gives each student the name and address of a company and the Entry-Level Job Questionnaire.

b. The students, working in pairs, write for company materials about entry-level job requirements for a specific type job.

c. Using this material, the students complete as much of the Entry-Level Job Questionnaire as possible.

d. The teacher provides each student with a letter of introduction and the students visit the personnel office of their assigned company to gather the information necessary to complete their questionnaire.

e. With teacher assistance, students work in groups to tabulate the range of data and create a summary of norms and extremes.

f. Students are helped to realize that, whereas all entry-level jobs can be rated desirable or undesirable on individual items, no single job is all good or all bad.

g. Teacher assigns high-achievers or students who want or need extra credit to assemble all reports and forms collected from employers into a booklet, write an introduction and index, and suggest additional firms to be included in an expanded future guidebook.

h. Students study the class-made guidebook and select three jobs they might like to have.

i. Each student then analyzes his present qualifications and prepares a plan, including checkpoints at intervals during the year, to bring his skills up to the level required for his preferred jobs.

FOLLOW-UP

The teacher schedules periodic conferences with the student to help him judge his progress. If advisable, the teacher will guide the student in modifying his job goals.

SAMPLE

ENTRY-LEVEL JOB QUESTIONNAIRE

1. Name and Address of company ______________________________

2. What types of employment tests are given for the job of ______? Tests: ______________________________

   a. Name one or two sample questions.

   b. What is the minimum typing speed and number of allowable errors?

   c. What is the minimum steno speed?

   d. Other minimum scores for required tests.

3. What would my duties be if I were hired?

4. What is the rate of pay?

5. What are the hours?

6. What kind of orientation and training program do you have?

7. Is there any training for advancement offered or paid for by your company?

8. Is there any opportunity for advancement on the job I'm asking about?

   How and when might that come?

9. Are there other benefits?

10. What product(s) or service(s) does the company create?

11. Do you have any pamphlets or brochures about your company that I could have?

12. Thank the personnel officer for his help

Complete following questions after the interview:

13. Describe the appearance of the buildings and offices you visited.

14. Describe how the receptionist treated you.

15. How long did your trip to the company take, and how much did it cost?

16. Would you like to have the job you investigated? Why?

17. Attach a copy of the job application form.

EXPLORING SOURCES OF OCCUPATIONAL INFORMATION

DESCRIPTION

The student inventories his interests, learns to relate the results to specific vocations, and researches an applicable job.

PURPOSE

By supplementing the work of the vocational counselor in motivating the student toward his interest in and knowledge of occupational information, the teacher can help the student develop a more realistic picture of his place in business.

PROCEDURES

1. Pre-planning

   a. The teacher gathers these source materials for class use:

      Want-ad sections of local newspapers.

      Vocational pamphlets and brochures.

      Dictionary of Occupational Titles.

   b. The teacher secures the necessary number of Kuder Interest Inventories or Minnesota Vocational Interest Inventories with scoring instructions.

   c. The teacher makes tran-parencies of his own Kuder or Minnesota Inventory answer sheet and profile, and employment charts from Occupational Outlook Handbook, and Bureau of Labor Statistics.

2. Student Orientation

Teacher Activities	Student Activities and Responses
a. Why do people work? is written on the chalk board before the students arrive.	
b. The teacher asks students for answers to the above chalk-board question.	b. Money, position, enjoyment, to feel important, to get out of the house.

Teacher Activities	Student Activities and Responses
c. "How many of you know adults who don't work? How do they get by?"	c. Welfare, living off relatives and friends, unemployment insurance, pensions, Aid to Dependent Children (ADC).
d. Have the students compare the emotional and material well-being of adults on relief with those gainfully employed. Discuss such values as self-respect, and contribution to society.	
e. "How long will you work?"	e. Never, two or three years, twenty years, all my life.
f. Using estimates from students, draw a linear chart on chalk board showing expected life span, number of years in school, possible retirement age. Draw attention to working time in relation to total life span.	
g. "Most girls plan to be married some day. Why is it important for them to choose their career carefully?"	g. To earn money before marriage, it may be necessary for them to work later, they may simply want to work.
h. "How many of you have mothers who work? How many of you know families in which the wife works? Why do these women work?"	h. Because the father doesn't work, to help support the family, because the father doesn't earn enough money to buy everything the family needs, to buy luxuries or provide savings.
i. Point out that the average American woman lives about 70 years and very often works except during child-rearing years. It is satisfying to know	

Teacher Activities	Student Activities and Responses
you are able to care for yourself and your family if necessary. Emphasize that women on many economic levels work from both choice and necessity, before and during marriage.	
j. "How do people you know earn a living?"	j. Housework, washing and ironing, waiting tables, porters, clerks, working in the school, driving trucks.
k. "Why do some people become office workers, others become workers in restaurants, and others go into social work?"	k. They just happened to get those jobs, that's what they were interested in, they need to earn a living.
l. "What job do you think you are going to get?"	l. Secretary, teacher, nurse, bookkeeper.
m. "Why did you choose this occupation?"	m. That's what I'm interested in, my mother does it, it's a clean job, it pays well.
n. "When I was a student I was uncertain what sort of work I really wanted to do. I learned more about my true interests by taking an inventory test. Later you can see my score."	
3. Activity	
a. "This interest inventory will help you determine what some of your interests are. There are no right or wrong answers."	
b. "This is your own personal inventory	b. Students take test.

Teacher Activities	Student Activities and Responses
which will not be collected or evaluated. So be sure to be honest with yourself so that the results will really help you investigate career choices."	
c. "I took the inventory just as you did. Let's look at a section of my inventory. Will you help me score mine?" (explain scoring system)	c. Students view transparency and respond.
d. "Now, score your inventories. Ask any questions you wish."	
e. "Now, let's fill in my profile sheet." (show transparency)	
f. Teacher completes his profile sheet on transparency. Teacher explains how his profile sheet indicates his interest in teaching and other vocations.	f. Students direct teacher.
g. "Fill in your profile sheet."	g. Students draw their profiles.
h. The teacher studies student inventories and profiles to determine their vocational interests.	
i. The teacher consults individually with students to relate their vocational interests to appropriate office occupations.	i. Student selects several careers suggested to them as applicable, then narrows these down to one job category for which student has both a high interest score and a personal attraction.

Teacher Activities	Student Activities and Responses
j. The teacher guides the student in drawing up an individual plan of job exploration and discovery, using source books and recording the information in a career notebook of student's own design.	j. Student follows the research program tailored to his needs and creates his career notebook, consulting with the teacher and asking questions as needed. Then class circulates the completed project of each member, and students take notes on any data they find useful.
k. Before returning them to students, the teacher arranges for a display of the projects within the school, in the community library, or in the lobby of a bank or other business.	

FOLLOW-UP

Students retain notebooks to illustrate the kind and level of their classroom experience when applying for a job.

STUDENT STUDIES HIS JOB FUTURE IN RELATION TO THAT OF A PARENT OR FRIEND

DESCRIPTION

The student lists the skills and interests of a parent or friend and determines whether these talents are utilized in the job.

PURPOSE

The student may learn better to evaluate his own talents, skills, and interests in relation to his career choice if he has the opportunity to analyze whether or not someone else with whom he is familiar is making effective use of his talents in his occupation.

PROCEDURES

1. Pre-planning
    a. The teacher duplicates the Skill and Interest Analysis Forms for students to use in analyzing skills and interests of their parent or friend.

    b. The students bring to class the want-ad sections of local newspapers.

2. Student Orientation
    a. How many of you would like to be employed in the same job as your parent or friend? If so, why? If not, why?

    b. Do you know what skills and interests he has?

    c. How would you find out?

    --Observe him at work.

    --Discuss it with him.

    d. Is he utilizing all of his talents, skills and interests?

    e. What kind of job would better utilize his abilities?

3. Activity
    a. Have each student use the Skill and Interest Analysis Form to list the attributes of his parent or friend, including their educational

background, personality traits, and hobbies. In the second column, students list the skills or interests of his parent or friend which are required for his present job. In the third column, the student describes briefly how the parent or friend uses each skill or interest.

b. In a summary statement, student describes a kind of job his parent or friend might secure that would more fully utilize his skills and interests.

c. By reading the want-ad section of the paper, student finds examples of jobs which require more of his parent's or friend's abilities.

FOLLOW-UP

The teacher points out that many considerations besides those that the class has studied go into making a job choice, such as seniority rights, convenience of hours and transportation, good relationships with fellow employees, etc. The student may wish to discuss these with his parents or friend and present them with his list of other job opportunities.

SAMPLE

SKILL AND INTEREST ANALYSIS FORM

Parent's present job: receptionist

Parent's Skills or Interests	Does His Present Job Require the Skills or Interest?	How Does He Use This Skill or Interest on the Job?
Types	No	
Files	Yes	correspondence
Speaks well	Yes	on telephone
Works well with numbers	No	
Likes people	Yes	greets people
Enjoys sports	No	

Summary

My mother could get a job requiring her typing and numerical skills, which are not required in her present job, as well as the skills that are required in her present job. She is a sports fan, so she might be able to get a job in the purchasing department of a sporting goods company or a receptionist-typist in an organization like the YWCA.

FINDING A JOB OUTSIDE THE COMMUNITY

DESCRIPTION

The student will select a hypothetical job which would force him to move to a geographic area at least 100 miles from his present home.

PURPOSE

This activity is designed to raise the aspiration level of disadvantaged students by letting them know that jobs for which they may be qualified exist in places other than their immediate neighborhood. Fears of moving to the "unknown" may be lessened if students have some knowledge of the procedures involved in moving to a new job in a new community.

The teacher must be careful to guide them into a job that is not only attractive to them, but also realistic.

PROCEDURES

1. Pre-planning
   a. Have a telephone directory available in the classroom for students to use in verifying that the jobs they select do not exist locally, and a State Employment Service Directory to find those available elsewhere.
   b. Duplicate the Career Investigating Agent illustration on page 186 for students to use as covers on their job manuals and the "Table of Contents" to use as a guide in preparing the manuals.
2. Student Orientation
   a. The teacher explains the high mobility rate of our present population and the job opportunities available outside the local community.
3. Activity
   a. Using State Employment Service Directory or other source, each student selects a job that does not exist in the locality.
   b. Students prepare a manual on the new job by using the "Table of Contents" on page 187 as a guide.

Career Investigating Agents

c. The teacher helps students locate sources of information in the school library, from the Chamber of Commerce and newspaper of his "target" city, personnel departments who screen applicants for his chosen job, etc.

FOLLOW-UP

Keep the job manuals in the classroom for student use.

Note: The urban teacher can use this lesson to help students prepare for employment no further away than another section of the same city--often just as frightening to ghetto youth as a distant city.

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I. The New Job

Letter from Employee Already Holding Same Job ____

Training Required for Initial Entry ____

Working Conditions ____

Fringe Benefits ____

Description of Company ____

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Information on Unions ____

II. The New Home ____

Differences in Food Prices ____

Differences in Rent Prices ____

Transportation Facilities Available ____

Ways to Meet New Friends ____

Community Recreation Facilities ____

Churches, Schools and Other Community Resources ____

WRITE YOUR OWN EMPLOYMENT ADVERTISEMENT

DESCRIPTION

This activity encourages the student to analyze his present job marketability through the technique of having him write his own employment advertisement.

PURPOSE

Through an analysis of what knowledge and skills he can present to an employer, the student may be more strongly motivated to prepare for the labor market.

PROCEDURES

1. Pre-planning
   - a. Prepare the first page of the Employment Advertisement Report Form. It should consist of columns of "Employment Wanted" advertisements from the local newspaper. Include the rates charged by the newspaper. Leave space for the student to type his advertisement for the job. Remember that the typewritten words will take more space than newsprint.
   - b. Duplicate the questions on the second page of the report form.
2. Student Orientation

   Ask the student to think about the knowledge and skills he currently possesses that would appeal to a prospective employer. Which of these attributes would he include in a newspaper advertisement announcing his desire to obtain a job?
3. Activity

   Encourage the student to write several advertisements to improve his wording before he types his advertisement in the space provided on page 1 of the report form. Give the student a limit of $5 or less to spend on his advertisement. Have the student complete page 2 of the report form, using his advertisement on page 1.

FOLLOW-UP

The teacher should cut and paste all of the student-prepared advertisements onto a single sheet and ask the student which advertisements he would respond to if he were an employer. Have students report this information on page 2 of the report form.

SAMPLE

EMPLOYMENT ADVERTISEMENT REPORT FORM

(Page 1)

Employment Want Ad Section	Space for student to type his own advertisement Want Ads	Want Ads Actual Newspaper Rates 30 words $.50

SAMPLE

EMPLOYMENT ADVERTISEMENT REPORT FORM

(Page 2)

1. What was the total cost of your advertisement?
2. How many days would your advertisement appear in the newspaper?
3. On which days of the week do you think your advertisement would get the most readership?
4. Do you think employers would contact you for an interview?

List 5 reasons why an employer would call or write you.

1.
2.
3.
4.
5.

List 5 reasons why an employer would not call or write you.

1.
2.
3.
4.
5.

Name 3 advertisements from the combined listing that you would answer if you were an employer. Explain why you would answer these advertisements.

1.
2.
3.

PRE-EMPLOYMENT TESTS

DESCRIPTION

The teacher administers a pre-employment test to students, scores tests, advises students on methods of raising their scores, and administers a second test.

PURPOSE

Because students with limited language ability and entry experience taking timed tests often fail to register their true abilities on pre-employment tests, it is mandatory that the business education teacher familiarize students with the requirements of this type of test, help improve their test sophistication, and repeat the experience until self-confidence has been built. Only through such a process can disadvantaged students equalize their chance for office employment.

PROCEDURES

1. Pre-planning

    a. The teacher selects or devises two similar pre-employment tests.

    b. The teacher makes transparencies to correctly marked answer sheets for the test.

2. Student Orientation

    a. The teacher explains that student scores on the tests are for the purpose of acquainting them with pre-employment tests and do not affect their classroom grades.

3. Activity

    a. Administer one test to students.

    b. Show first transparencies and read the correct answers while students mark their own papers.

    c. Review incorrectly answered questions, explaining to the students the simplest method of solving each.

    d. Show that the tests are composed of specific types of problems: arithmetic, vocabulary, logic, conceptual, and sometimes creative.

e. Recommend that students concentrate on the type for which they have the most ability or those most geared to the job they are seeking.

f. Give suggestions about various ways of improving scores:

--Always read instructions very carefully, and question any directions you do not understand.

--Compute roughly how much time may be spent on each question and ask the person administering the test how many questions must be answered correctly in order to obtain a passing score. Pace yourself so that you answer at least this many questions plus a few more to allow for mistakes.

--Underline the key words of a question if you are allowed to mark the master test; for example: "Obsolete is the opposite of (1) complicated (2) reliable (3) new (4) old (5) waiver."

--Record the correct answer immediately upon coming to it--don't waste time by reading the remaining answers.

--Skip questions which require a great deal of time to read or answer and questions which require facts you have never encountered.

--Circle the number in front of the questions you do not answer so that you may return to them quickly if time permits.

g. Administer the second pre-employment test the following day.

h. Again have students mark their tests and then compare their scores with those achieved on the first test.

FOLLOW-UP

If scores have improved only moderately, the teacher should re-introduce the activity at intervals throughout the school year, checking with local personnel officers to be sure that the sample tests used in the drill are parallel with those actually used by local employers.

4

CHANGING OFFICE ATTITUDES THROUGH A CLASSROOM DEBATE

DESCRIPTION

Students answer a questionnaire which contains controversial statements about office attitudes. The teacher chooses statements from the questionnaire on which the class seems to be evenly divided. Two teams of three members each are the official debators but the captain of each team may solicit support from other class members.

PURPOSE

An atmosphere is created in which students formulate, express, defend, and modify ideas concerning office work. The teacher gains an awareness of students' perceptions toward office work and an understanding of the thinking that leads to these perceptions.

PROCEDURES

1. Pre-planning

    a. Prepare a questionnaire similar to the Controversial Office Behavior Questionnaire on page 198-199 to determine some of the students' current perceptions of office work.

    b. Administer questionnaire to the students and then select items on which there is considerable difference of opinion among students. Use these as debate questions in the classroom.

    c. Prepare a poster on which winning debate team members will be shown.

    d. Arrange six chairs in the front of the room for use of the debate teams. These should be arranged in the shape of a wide "V" with the open end toward the class.

    e. Write "Agree" on one end of the chalk board and "Disagree" on the other end.

    f. On the top center chalk board write the first topic for debate. Draw a line under the topic and below this line write a list of points to be considered in formulating arguments. When the class enters the chalk board would appear as follows:

AGREE	An office worker has the right to come in late occasionally if he is a very good and fast worker.	DISAGREE

Points you might wish to consider	(1) How will the office worker be affected? (2) How will the co-workers be affected? (3) How will the company be affected? (4) How will the supervisor be affected?

2. Student Orientation and Activity. It is all right for people to disagree and have arguments as long as their tempers stay under control and they recognize each other's right to his opinion. Explain that two teams will be formed and each team will try to present better arguments than the other. Debates must follow certain rules:

RULES FOR DEBATE

a. There will be two debate teams.

b. Teams will be chosen as follows:

Students who agree with the debate item gather on one side of the classroom and choose a leader. The group has ten minutes to discuss the debate topic and formulate their arguments. When the ten minutes are up, the debate leader selects two team members and the three of them take their positions in the front of the room.

Students who disagree with the debate question gather on the other side of the room and follow the same procedure.

c. After each group has finished their preparation, the students not serving as team members return to their chairs at the center of the classroom.

d. When the teams are in the front of the room "agree" team leader will present the opening argument at the request of the teacher (or other designated debate director). The leader of the other team presents his counter-argument. After the opening arguments any member of the team may present arguments when the team is recognized.

e. The team leader may give permission to a volunteer from the student group to speak for the team.

f. Only one person speaks at a time. The speaker should be recognized by the team leader. The teacher or debate moderator recognizes the team.

g. If the arguments presented during the debate cause anyone to change his mind during the debate, he is to move from his neutral position at the center of the classroom to the side of the room which represents the team whose argument he favors.

h. Students are allowed to move after the speaker has presented his argument.

i. The team which changes opinion most--that is, the side which gains in total number of supporters during the debate--wins the debate.

j. Names of team winners are posted on the bulletin board.

SAMPLE

QUESTIONNAIRE ON CONTROVERSIAL OFFICE BEHAVIOR

		AGREE	DISAGREE
1.	An office worker who is a very good and fast worker has the right to be a few minutes late to work in the mornings.		
2.	The boss should not expect an employee to be polite to a customer who is very nasty to the employee		
3.	As long as a worker does his work properly, the boss should not be concerned with the employee's grooming or dress		
4.	As long as he gets his work done on time, it is all right for the employee to make as many personal phone calls as he wants during the work day		
5.	An employee should discuss all serious personal problems with the boss since they may affect the employee's work		
6.	Employees should work through their coffee break to finish a rush job		
7.	Employees should be allowed days off occasionally for shopping, entertaining, housecleaning, etc., as long as they catch up on their work when they return		
8.	Employees should get promotions automatically every so often		
9.	Minority groups do not get deserved promotions		
10.	The amount of work an employee does is not too important as long as the work which he does turn out is excellent		
11.	Good appearance, grooming, and personality make up for a lack of office skills		

	AGREE	DISAGREE
12. An office worker who has finished his work should not be expected to help the slower workers who are behind in their work		
13. As long as a worker does not have a contagious disease, his health should be of no concern to the boss		
14. Workers should not be polite to other workers in the office whom they do not like, for to do so is being two-faced		
15. It is all right for an employee to repeat things he overhears in the office unless he is specifically told not to repeat them		

STUDENTS STUDY OFFICE ETHICS

DESCRIPTION

Students discuss episodes involving office ethics.

PURPOSE

This activity encourages students to evaluate forms of office behavior which may be cheating the employer of money or work time.

PROCEDURES

1. Pre-planning

   Prepare "office ethics" episodes and attendant questions for distribution to student discussion groups. Activities depicted in these episodes are not always intended to be "right" or "wrong," and the questions frequently will not have a "right" answer.

2. Activity

   a. Divide class into discussion groups of 3-5 students, and have each group select a chairman.

   b. Distribute episodes, assigning one to each group. Allow 5-10 minutes for the groups to discuss the episodes and answer questions.

   c. Ask chairmen to report the group's conclusions to the class and encourage class to react to these conclusions

SAMPLE EPISODES

Episode 1

Evelyn ordered a box of stationery which had her name printed on the envelopes and on the writing paper. When she received the stationery, her last name was misspelled. Evelyn knew she should return the stationery as soon as possible, so she took it to the office. During her lunch hour Evelyn went to the company mailing room, wrapped the stationery in company wrapping paper, and placed a mailing label on the package. She weighed the package, took stamps from her purse, and attached them to the package.

a. Was Evelyn cheating the company of her working time? How?

b. Was Evelyn cheating the company in any other way? How?

Episode 2

Each morning Evelyn made the coffee for all employees in the office. The employees were charged 5 cents for each cup of coffee. Evelyn knew that the employees were paying more than it cost to purchase a new can of coffee. Since Evelyn knew there would be no "money" problem and since she had the added responsibility of making the coffee, Evelyn stopped paying 5 cents when she drank a cup of coffee.

a. Under these circumstances, was Evelyn correct in not paying 5 cents?

b. Was Evelyn cheating anyone? If so, whom?

Episode 3

Evelyn was extremely tired. Since she was the most accurate typist in the office, she had received the assignment of typing the budget. All morning she had typed numbers. At her ten o'clock break she relaxed in the ladies' lounge for an extra fifteen minutes.

a. Should the office supervisor be sympathetic about the long coffee break when Evelyn returns to her desk? Why?

b. If Evelyn typed slowly so she would not receive this assignment again, would she be cheating? If so, whom?

Episode 4

Once, Evelyn's boss asked her if she would type three letters for him over the weekend. Evelyn typed the letters at home. The following week Evelyn discovered that her home typewriter needed a new ribbon and the keys needed to be cleaned. Since Evelyn had typed the letters at home, she took a ribbon and a bottle of type cleaner from the office supply cabinet and used them on her personal typewriter. However, Evelyn returned the type cleaner to the cabiner after she had cleaned the keys.

a. Was Evelyn justified in using office supplies for her personal typewriter? Why?

b. Is it ever justifiable to take office supplies home with you? If so, give examples.

Episode 5

During an inactive business period, Evelyn made three telephone calls. She was trying to determine the time when the movie feature started on Friday evening.

a. How can using the telephone for personal business during office hours cheat your employer?

b. Is it all right to use the telephone during the lunch hour for personal business?

Episode 6

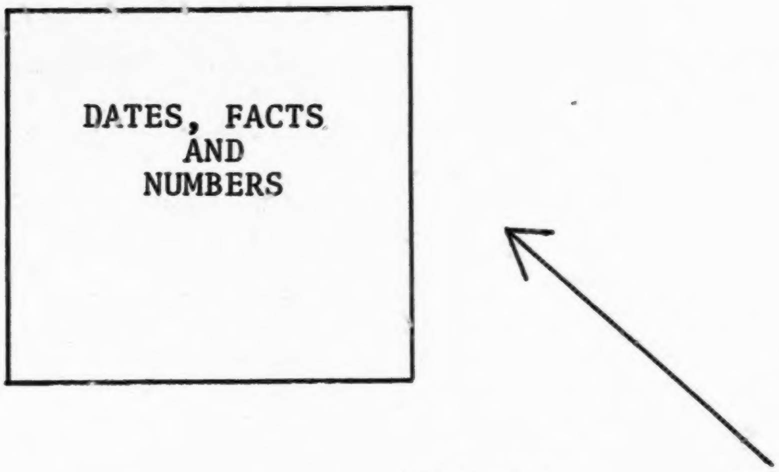
During Evelyn's lunch hour she typed a personal letter to her parents on company stationery. She made an original and three carbon copies so she could send copies to her brothers and sister. She placed the personal letters among other letters she had typed so all the letters would be sent to the mail room to be stamped at company expense.

a. How much do you estimate Evelyn's lunch-hour activities cost the company?

b. Under what circumstances could company stamps be used for personal mail?

ADDITIONAL SUGGESTIONS

1. An applicant should be equipped with certain dates, facts, and numbers when filling in a job application. These data are carefully assembled and recorded in a small, pocket-size folder by each student. Folders are carried with the students and are updated whenever necessary.



Birthdate_____Height_____Weight_____
Place of Birth____________________
S.S. No.____________________
Tel. No.____________________
Address____________________
______________ How Long?__________
Former Address____________________
______________ How Long?__________
Address of Parent's Employer__________
Phone______________
Previous Employment (including dates)___
____
Schools attended (dates)__________
____
Hobbies____________________
References:
______________Address__________
______________Address__________
______________Address__________

2. Obtain as many different types of job application blanks as possible. Provide opportunity for the student to fill in application blanks relevant to the type of job for which he is likely to apply.

3. Help the student understand what will be expected of him on his first day of employment by guiding him through an imaginary first day. Point out that companies vary in their orientation methods but have common expectations which students can predict and prepare for. Prepare a chalk board outline and have students copy for future reference.

On the first day I can look for --room locations, cabinets, files, reference books, spelling aides.

On the first day I can listen for--directions, instructions, names, ideas, information.

On the first day I can ask --information, directions, help in finding things, (about the company, rules, products.

On the first day I can find --dictionary, telephone directory, office style-manual, product literature, card file of names and addresses

4. List, for a specific job, all the deductions from gross pay at the beginning wage level. Determine net pay. Explain deductions and their purposes and benefits to students. Have students prepare an income tax return for the wage-earner.

5. Help students recognize that many non-clerical jobs involve some clerical duties by arranging for students to accompany non-office employees through at least a half day of their normal work routine. Have them take notes of the kind and amount of paper work involved, collecting sample forms when possible.

   Examples:

   door-to-door salesman, mechanic, department store salesgirl, messenger, stock clerk, telephone operator, bellboy, postman, seamstress, newspaper stand operator, factory-line-worker, pre-school children's day-care assistant, cashier, ladies room attendant, information booth guide, delivery boy, school traffic guard.

ORGANIZING WORK FROM AN "IN BASKET"

Developed by Estelle L. Papham

DESCRIPTION

Students evaluate action required by the contents of a simulated "In Basket" under emergency conditions and organize the handling of items.

PURPOSE

The "In Basket" is designed to train students in decision making through simulated office situations.

PROCEDURE

1. Pre-planning.

   A. The teacher prepares a copy for each student of the "In Basket" sample materials or adapts other items consistent with the course content.

   B. The teacher prepares self-analysis questionnaires to reinforce the information brought out in class discussion.

2. Student Orientation.

   A. The teacher discusses the need for new employees to apply common organizational sense to their job. He stresses that, no matter how routine a job may be or how well-defined office procedure may be, emergencies will sometimes arise and must be dealt with.

   B. The teacher points out the obvious signals that indicate immediate, non-routine action: telegrams, air mail and special delivery letters, long distance or personal telephone calls on some jobs, illness or absence of fellow employees or superiors, unexpected visit from executive personnel, etc.

3. Activity.

   A. Students work the problems in the "In Basket" packet.

   B. Class discusses solutions and priorities and the difference between the merely adequate handling of some items and their more sophisticated disposal.

C. Students answer the Self-Analysis Questionnaire individually or in committee discussion.

FOLLOW-UP

The teacher may devise additional "In Basket" materials to strengthen inadequate decision-making skills or further develop office perceptions.

SAMPLE SITUATION

The situation: Jane, a temporary replacement for Dr. Simpson's secretary, arrives at the office at 9:00 a.m., Thursday, August 15. On the following pages are the items she finds on her desk and in her "In Basket."

Your assignment: Put yourself in Jane's place. Decide what action is necessary on each item.

1. Write on each item how you would handle it, giving exact details.
2. Decide in what sequence you would handle the items. Identify the item by its number.

I would do: 1st__________ 6th__________
2nd__________ 7th__________
3rd__________ 8th__________
4th__________ 9th__________
5th__________ 10th__________

AUGUST

SUN	MON	TUE	WED	THU	FRI	SAT
First Q. ☽ 1st - 30th	Full M. ○ 8th	Last Q. ☾ 15th	New M. ● 23rd	1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

DOCTOR'S ANSWERING SERVICE
Professional Building
Vista Plaza
Running River, New Jersey 07650

7:45 a.m.

Dear Jane:

Dr. Simpson asked me to call you as soon as you git to the office. He has on emergency operation this morning at 11 o'clock. He will stop past the office first (at about 10 a.m.) and go to the hospital at 10:30.

He needs the medical history record and all X-rays pulled for Hiram J. Sullivan — that's the man he's going to operate on.

I decided to write you a note rather than call because our switchboard is usually busy at 9:00 a.m. and I'm jist down the hall anyway.

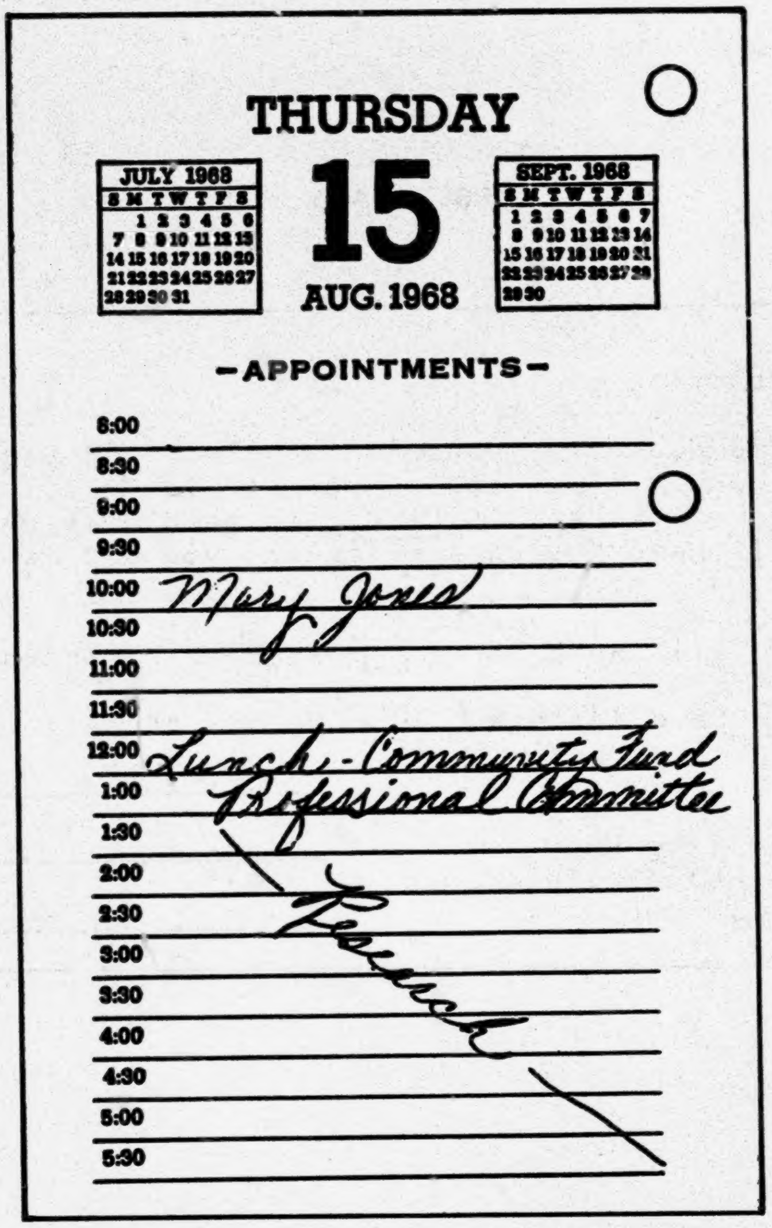
Good luck!

Eileen Greene
Doctors Answering Service

ITEM 1

ACTION TAKEN

Dr. Simpson's appointment calendar looks like this:



THURSDAY

15

AUG. 1968

JULY 1968						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

SEPT. 1968						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

—APPOINTMENTS—

8:00
8:30
9:00
9:30
10:00 Mary Jones
10:30
11:00
11:30
12:00 Lunch - Community Fund
1:00 Professional Committee
1:30
2:00
2:30 Research
3:00
3:30
4:00
4:30
5:00
5:30

ITEM 2

ACTION TAKEN

Dr. Simpson's morning mail included the following correspondence:

POST CARD

Dear Subscriber:

Time does fly, doesn't it? Two full years have flown by since you subscribed to *Life*. To renew your interest in *Life*, you need *only* check the "Bill Later" square below (as you did two years ago).

☐ Bill Me Later ☐ Payment Enclosed

☐ Same Address ☐ My New Address is:

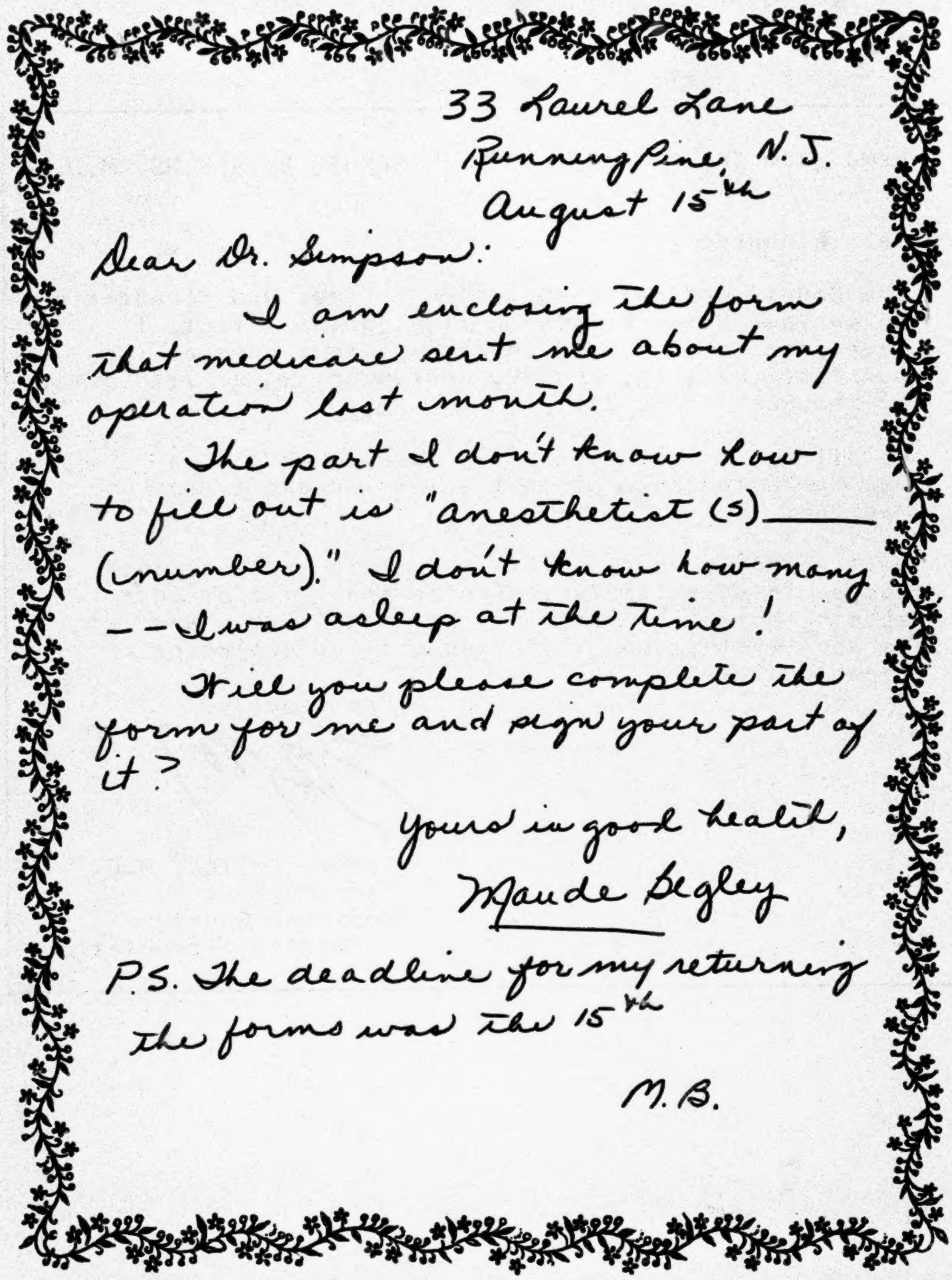
____

Dr.'s Waiting Room ________________________
Special Rates: Two Years
$8.97--Limited Offer ________________________

ITEM 3

ACTION TAKEN

LETTER AND MEDICARE FORMS



33 Laurel Lane
Running Pine, N.J.
August 15th

Dear Dr. Simpson:

I am enclosing the form that medicare sent me about my operation last month.

The part I don't know how to fill out is "anesthetist (s)_____ (number)." I don't know how many -- I was asleep at the time!

Will you please complete the form for me and sign your part of it?

Yours in good health,
Maude Begley

P.S. The deadline for my returning the forms was the 15th

M.B.

ITEM 4

ACTION TAKEN

MEMO

Memo from the desk of: **SAMUEL B. ELKINS, M.D.**

Dear Richard:

The County Medical Association invites you to address us on your summer research findings. In fact, I have been asked to try to arrange this program for our first meeting, Monday, September 16, at 7:30 p.m., at the Rambler Hotel.

We all agree that your appearance would insure maximum attendance at that all-important first meeting.

Will you have your secretary call to say you will accept this invitation, give me the title of your speech (something technical but inspiring), and let me know whether you will need a slide projector or other equipment.

Fraternally,

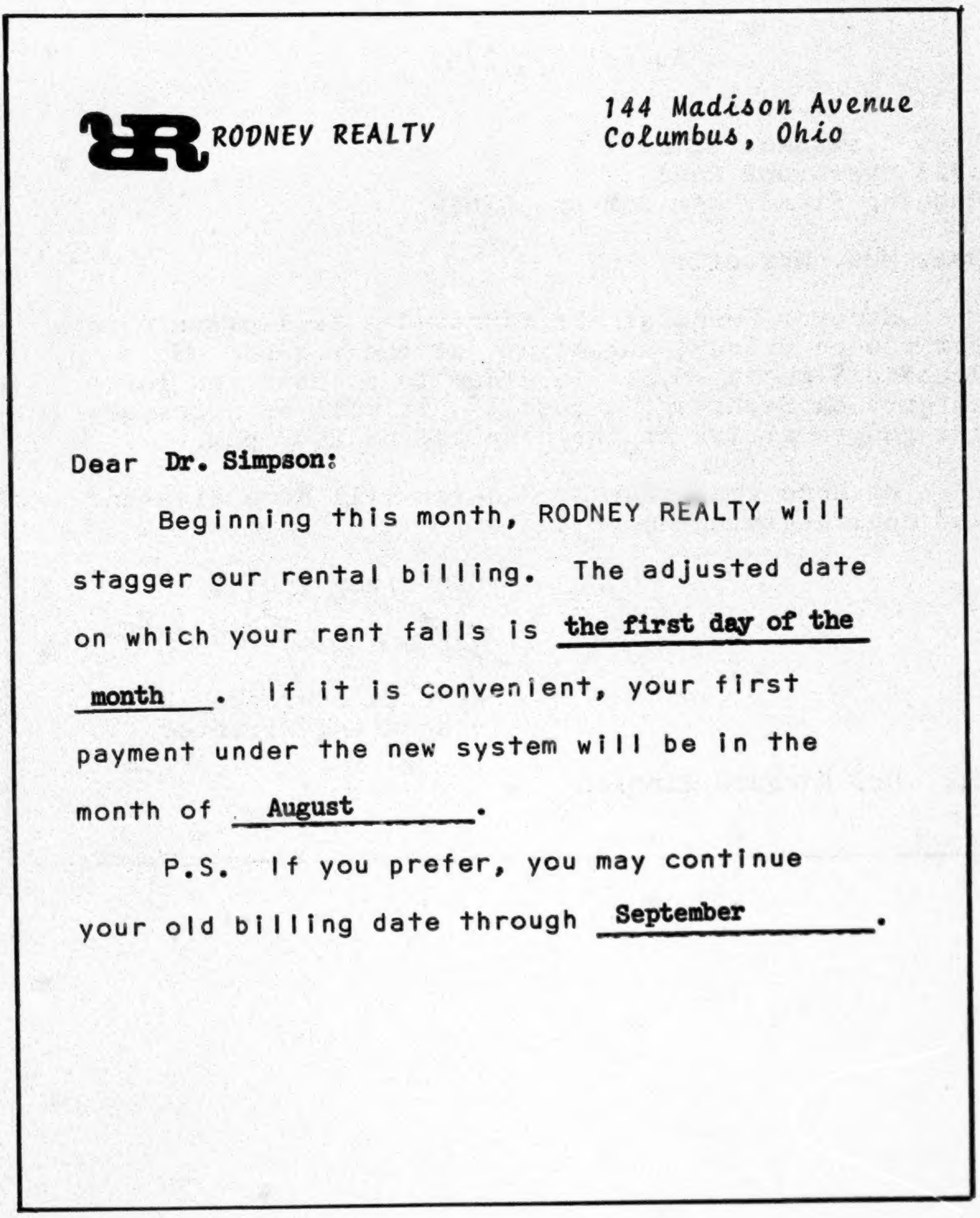
Samuel Elkins, M.D.
Secretary
Rockland County
Medical Association

SE/hs

ITEM 5

ACTION TAKEN

MIMEOGRAPHED FORM



RODNEY REALTY

144 Madison Avenue
Columbus, Ohio

Dear **Dr. Simpson:**

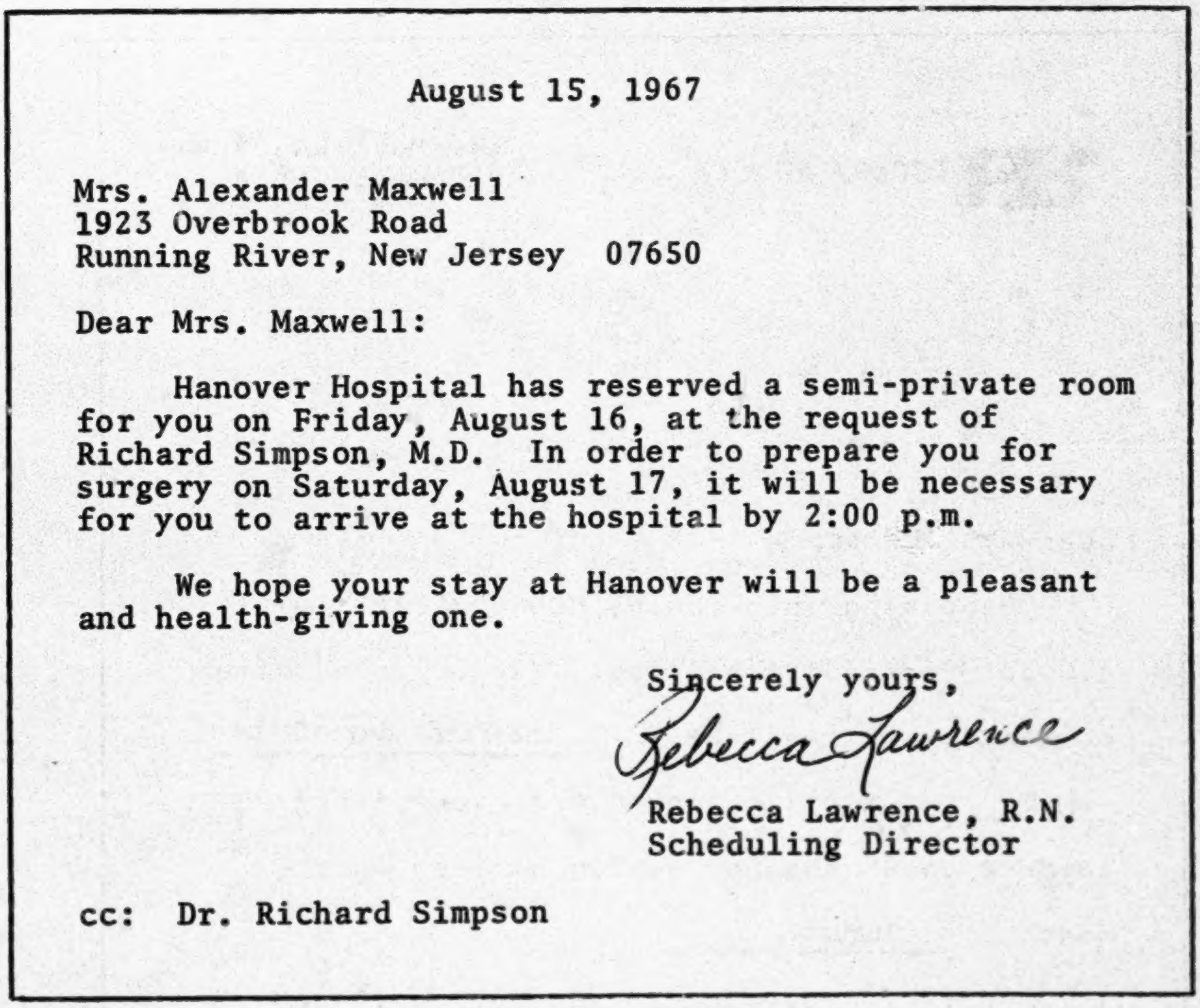
Beginning this month, RODNEY REALTY will stagger our rental billing. The adjusted date on which your rent falls is **the first day of the month**. If it is convenient, your first payment under the new system will be in the month of **August**.

P.S. If you prefer, you may continue your old billing date through **September**.

ITEM 6

ACTION TAKEN

CARBON COPY



August 15, 1967

Mrs. Alexander Maxwell
1923 Overbrook Road
Running River, New Jersey 07650

Dear Mrs. Maxwell:

Hanover Hospital has reserved a semi-private room for you on Friday, August 16, at the request of Richard Simpson, M.D. In order to prepare you for surgery on Saturday, August 17, it will be necessary for you to arrive at the hospital by 2:00 p.m.

We hope your stay at Hanover will be a pleasant and health-giving one.

Sincerely yours,

Rebecca Lawrence

Rebecca Lawrence, R.N.
Scheduling Director

cc: Dr. Richard Simpson

ITEM 7

ACTION TAKEN

PERSONAL LETTER

Dear Jane,

I thought our afternoons off would never fall on the same day! At last it has really happened -- and when we both have shopping money, too.

See you Thursday (the 17th) at the "Coke and Joke" at 1 p.m. on the dot.

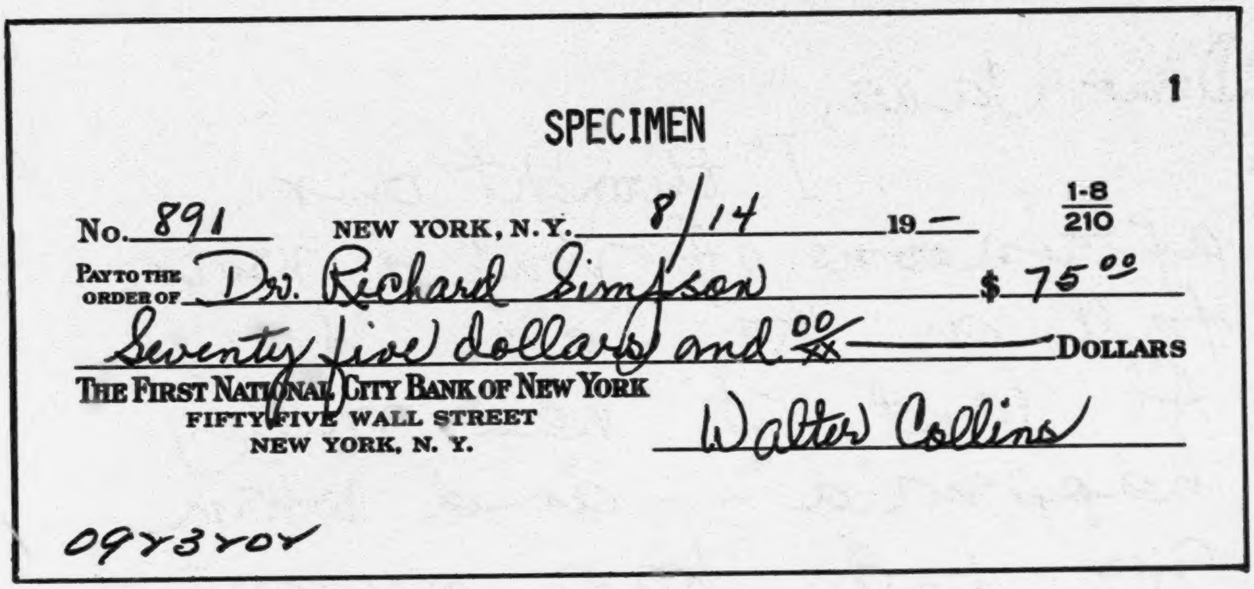
Love,

Judy.

ITEM 8

ACTION TAKEN

CHECK



1

SPECIMEN

No. 891 NEW YORK, N.Y. 8/14 19— $\frac{1\text{-}8}{210}$

PAY TO THE ORDER OF Dr. Richard Simpson $ 75.00

Seventy five dollars and 00/xx DOLLARS

THE FIRST NATIONAL CITY BANK OF NEW YORK
FIFTY-FIVE WALL STREET
NEW YORK, N. Y.

Walter Collins

0973704

ITEM 9

ACTION TAKEN

TEACHER'S KEY TO SEQUENCE OF ITEMS AND SOLUTIONS

GROUP 1 - CRISIS ITEMS

1 - Pull files and X-rays for Hiram J. Sullivan and place them on Dr. Simpson's desk. Remember to leave him undisturbed while he studies them.

2 - Find Mary Jones' telephone number in the patient file, call her to tell her that the Doctor will be unable to keep his appointment, and arrange a new appointment time with her.

7 - Call Hanover Hospital's Scheduling Director, Rebecca Lawrence, to determine whether Mrs. Maxwell's reservation at the hospital is for Friday, August 16, or Saturday, August 17, and which day she must be there by 2:00 p.m. Check the Doctor's appointment calendar to be sure he has scheduled the operation on the proper day. If so, call Mrs. Maxwell to reassure her. If not, hold until the doctor can be notified of the error in dates when he arrives.

GROUP 2 - ITEMS TO DISCUSS WITH THE DOCTOR

2 - If Dr. Simpson will not be finished in time to meet with the Community Fund Professional Committee, who should be notified?

4 - Will Dr. Simpson sign Maude Begley's Medicare Form and tell Jane where she can find the missing information which she will fill in later and mail?

8 - Will Dr. Simpson want her to change her afternoon off to a more convenient day?

GROUP 3 - ITEMS TO BE COMPLETED AFTER DR. SIMPSON LEAVES

3 - Check the "Bill Later" square and place on Dr. Simpson's desk for later approval.

5 - Call Dr. Elkins' secretary to say that Dr. Simpson will check his schedule and Jane will call with the information tomorrow.

6 - Underline the last sentence about the possible delay until September and place on Dr. Simpson's desk.

9 - Deposit check to Dr. Simpson's account if she knows the procedure. If not, have him explain it when he has more time se she may make deposits routinely.

8 - If her afternoon off has been canceled, get in touch with Judy if possible.

SELF-ANALYSIS QUESTIONNAIRE

After you have analyzed your solutions to the "In Basket" problems in the light of the class discussion, read and answer the following questions to help you improve your problem-solving abilities.

ORGANIZATIONAL SKILL

1. Did you act or make a decision on each item as you read it, or did you plan your work in one order in which it should be performed?

2. Did you note an exact time and/or date for work or action, or did you just label an item for action at some indefinite time in the future?

3. How many times did you make a note of future follow-up for yourself? How many notes to yourself did you write?

ACTIVITY

1. How many problems did you dispose of immediately?

2. How many problems required some action on your part before your employer could act effectively?

3. How many problems were left without any action or with only a temporary decision for future action?

4. Were there cases in which the class felt that you showed too much initiative in handling a problem without discussing it with your employer?

ANALYTIC SKILL

1. After hearing the class discussion, do you feel that your handling of the problems was routine?

2. Do you feel that you showed the ability to pick up specific details bearing on the situation as a whole?

COMMUNICATION SKILL

1. Did you keep your employer informed of essential information?

2. Did you have specific questions to ask your employer quickly and efficiently?

3. Did you burden him with unnecessary details?

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